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ABSTRACT

This teaching guide for business education contains supplementary instructional materials for the subjects of accounting, business English, business mathematics, career education, consumer education, data processing, and office procedures. The units differ in format and in types of learning activities presented. The learning activity package for accounting is a lesson on calculating depreciation by the straight line method. Business English is represented by a programed unit on similar word drills intended for use in a business English or transcription class and a self-instructional unit in punctuation practice with commas. A programed unit in business mathematics provides the student with a 1-week introduction to calculating commission. A career resource unit, developed for use in a second-year typing course, consists of exercises designed to increase student self-awareness. The resource unit in consumer education provides information and activities to help the student identify consumer fraud. Digital computers and flowcharting are the subjects of the data processing unit, and the office procedures lessons consist of two case studies, an integrated exercise for clerk typist, a filing exercise, and a dramatization related to the occupation of receptionist. (NJ)

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FOR
BUSINESS COURSES

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Editor: Alfred W. Boulden

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CE 007 730

ACCOUNTING
Calculating Depreciation
Straight-Line Method

Learning Activity Package
By Martin B. Setter

Calculating Depreciation--Straight-Line Method

Course: Accounting II

Subject Area: Depreciation of Fixed Assets

Topic: Straight-Line Depreciation

Grade: 11-12

Time Schedule: Approximately 1 class period

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Behavioral Objectives

1. You, as a Bookkeeping II student, after completing this Learning Activity Packet, when given cost, salvage value, date of purchase, and the life of a particular fixed asset, will be able to calculate the annual depreciation using the straight-line method of depreciation.
2. Also, you will be able to identify and calculate the annual rate of depreciation and the asset's book value with complete accuracy.

Rationale for the Packet

The lesson material covered in this packet is presented as a supplement to the textbook. It is intended to assist the student in understanding straight-line depreciation which is the most common method used in industry.

Learning Resources

1. Pencil, eraser, scrap paper, adding machine (if available).
2. Textbook:
   Century 21 Accounting - Advanced Course, by Boynton, Swanson, Carlson, and Forkner, South-Western Publishing Company, Cincinnati, 1974.

Prerequisite

Read Chapter 7 of the textbook for Accounting II with special emphasis on Page 129 "straight-line method."

Pretest

Complete the questions on the following page to determine your understanding of straight-line depreciation.

Instructions: After each statement below, place a check mark in one of the Answers columns to indicate your answer. Upon completion of this part of your learning activity have your teacher check your answers.

	True	False
1. Assets that will be used for a number of years in the operation of a business are called fixed assets.		
2. The decrease in the value of a fixed asset because of wear and the passage of time is called depletion.		
3. Fixed assets are sometimes called plant assets.		
4. Most fixed assets increase in value as they become older.		
5. Depreciation expense on land is normally recorded at the end of each fiscal period.		
6. The estimated life of a fixed asset must be considered when determining depreciation expense.		
7. The original cost of a fixed asset includes all of the costs incurred in getting the asset ready for use.		
8. The estimated salvage value of a fixed asset is also known as its trade-in value.		
9. The amount to be charged to depreciation expense during the useful life of a fixed asset is the difference between the cost of the asset and its estimated salvage value.		
10. The King Kong Company purchased a gorilla cage for $3,000. It had an estimated life of 5 years and no salvage value. The annual rate of depreciation using the straight-line method would be $500 a year for 5 years.		

Perfect Score 10

Deduct ___

Your Score ___

Checkpoint

If you did not achieve a perfect score of 10 correct answers upon completion of the pretest, proceed with material in this LAP.

If you achieved a perfect score, complete Problem 7-1, Instruction (a) on page 144 of your textbook.

LAP 7-1: DEPRECIATION--STRAIGHT-LINE METHOD

To give you a visual illustration of the straight-line depreciation method, read and analyze the flow chart on page 7 of this packet.

Use the chart on Page 6 to assist in your calculation of depreciation.

Problem:

On Jan. 1, 1975 a piece of machinery was purchased at a cost of $4,500 including additional expenses to make it ready for use. The machinery has an estimated salvage value of $500 and an estimated useful life of 4 years. You are to determine the annual depreciation for each year and the book value at the end of each year.

Step 1: Identification of fixed asset--using the chart on Page 6, (Form 1)

a. Record "machinery" next to "Item".
b. Record the date Jan. 1, 1975, next to "Date of Purchase."
c. Record the cost of the asset, $4,500, next to "Cost."
d. Record the salvage value, $500, next to "Salvage Value."
e. Record the estimated life in years of the asset, (4 years) next to "Estimated Life."

Step 2: Determine life of the asset

Record the number "1" in the column headed "End of Year" on line 1 for the first year's depreciation. Subsequent years will be 2, 3, and 4 depending on the estimated life of the asset.

Step 3: Determine the rate of depreciation

The rate is found by dividing 1 year by the total estimated life of the asset. In this case, the estimated life is 4 years. The rate for 4 years is 25% (1÷4 = .25 = 25%). Using the straight-line method, an asset which has a 4-year life will depreciate 25% in the column headed "Rate" on Line 1 for the first year. You will also record 25% in each of the following years.

Step 4: Computing depreciation

Depreciation is calculated by deducting salvage value from the cost of the asset and dividing this amount by the estimated life of the asset.

Use the following formula:

$$\frac{\text{Cost (\$4,500) - Salvage Value (\$500)}}{\text{Number of Years (4)}} = \text{Depreciation Expense (\$1,000)}$$

Record $1,000 in the column headed "Annual Depreciation". You will also record $1,000 in each of the following years.
Note: If a fixed asset is to be used until it is worn out and will have no salvage value, the total cost is divided by the number of years.

Step 5: Determing book value
The original cost of a fixed asset minus the total amount of recorded depreciation for that asset is called the book value. To determine book value of the machinery, deduct the first year's depreciation from the cost of the asset (4,500 - 1,000 = 3,500). Record the book value for the first year, $3,500, in the column headed "Book Value" on line 1.

Step 6: Completion of the problem
Your table is now completed for 1975. Repeat steps 2, 3, 4, and 5 to find the year, rate, depreciation and book value for years 1976, 1977 and 1978. This will complete your table. The book value at the end of 1978 is $500. If your answer is correct, proceed to Page 8 of your LAP for the post test.
If your answer is not correct, review your work using the text on Page 129 as a guide. Also review the steps using the flow chart on Page 7. If after this review your answer is still incorrect see the instructor for further explanation and assistance.

Additional Exercise--this problem is to be completed on Form 2.
On January 1, 1975 a typewriter was purchased at a cost of $400. It had a salvage value of $50 and an expected life of 5 years. You are to determine the annual depreciation for each year and the book value at the end of each year.

CHART FOR

STRAIGHT-LINE METHOD

ITEM____________________

DATE OF PURCHASE_________ COST________________

SALVAGE VALUE____________ ESTIMATED LIFE______

FORM 1

END OF YEAR	RATE (applied to cost minus salvage value)	ANNUAL DEPRECIATION	BOOK VALUE

ITEM____________________

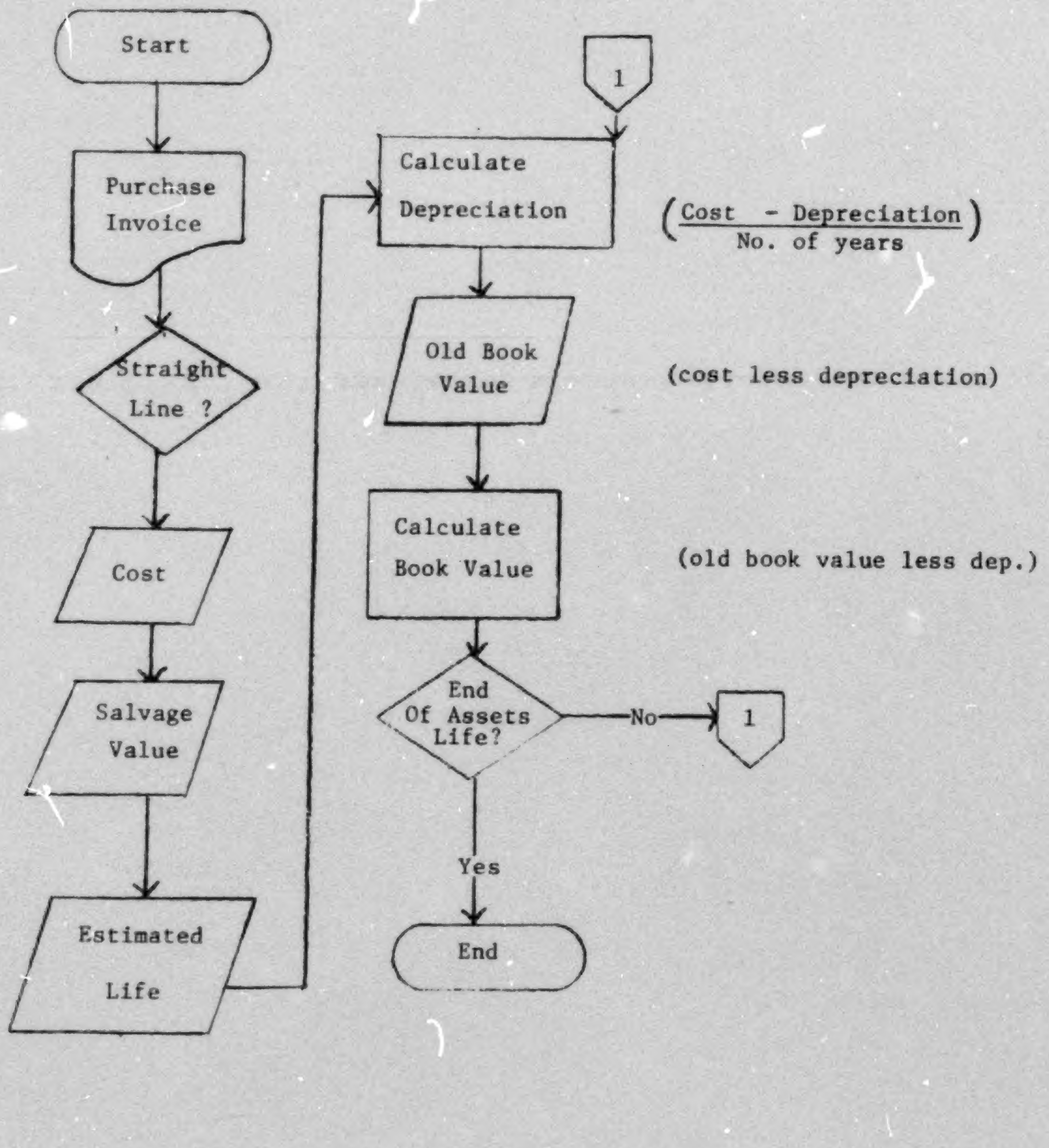
DATE OF PURCHASE_________ COST________________

SALVAGE VALUE____________ ESTIMATED LIFE______

FORM 2

END OF YEAR	RATE (applied to cost minus salvage value)	ANNUAL DEPRECIATION	BOOK VALUE

FLOW CHART FOR STRAIGHT-LINE METHOD OF DEPRECIATION


Start
Purchase Invoice
Straight Line ?
Cost
Salvage Value
Estimated Life
1
Calculate Depreciation
(Cost - Depreciation / No. of years)
Old Book Value
(cost less depreciation)
Calculate Book Value
(old book value less dep.)
End Of Assets Life?
No
1
Yes
End

Post Test

Directions: Fill in the blanks for each of the following questions:

1. The Rolling Stones band purchased an amplifier for $5,000 on Jan. [illegible], 1975. It had an estimated life of 5 years and an expected salvage value of $1,000. Use the straight-line method to determine the following:
    a. Rate of depreciation____________
    b. 1st year's depreciation____________
    c. Book value at end of 1st year____________
    d. 2nd year's depreciation____________
    e. Book value at end of 5 years____________
2. The amount that the owner of a fixed asset estimates he will receive at the time of disposing of the asset is called the____________.
3. Assets that will be used for a number of years in the operation of a business are called_______________.
4. The original cost of a fixed asset minus the total amount of recorded depreciation of that asset is called the_______________.
5. The decrease in the value of a fixed asset because of wear and the passage of time is called_______________.
6. A method of calculating depreciation by applying a steadily declining fraction to the cost is called straight-line depreciation, true or false.

UPON COMPLETION OF POST TEST, SEE YOUR TEACHER FOR GRADING AND FURTHER INSTRUCTIONS.

BUSINESS ENGLISH
Similar Word Drill

Programmed Unit
By Maria Druan

INTRODUCTION

This lesson "SIMILAR WORD DRILLS" is a basic review intended for use in a Business English or Transcription class. The grade level may range from ninth grade to the college level.

Section I deals with the introduction of rules and examples of each word. The information was taken from Gregg Shorthand Diamond Jubilee Series--Second Edition by John Robert Gregg, Louis A. Leslie and Charles E. Zoubek. Section II is a programmed review.

Instructional Objective

This lesson will give the student an opportunity to improve his skill in the use of similar words.

Behavioral Objective

Given a list of twenty-five sentences, the student will choose the correct similar word with 95% accuracy within 20 minutes.

SIMILAR WORDS

Section I Example

ADDITION, EDITION

ADDITION: Anything added.

She will be a fine addition to your staff.

EDITION: All the copies of a book printed at one time.

The second edition of the book is beautifully illustrated.

ASSISTANCE, ASSISTANTS

ASSISTANCE: Help.

You will find many suggestions that will be of assistance to you.

ASSISTANTS: Helpers.

One of my assistants tells me you will feature our line in your store.

BROUGHT, BOUGHT

BROUGHT: The past tense and past participle of bring.

John brought the book back after having read it.

BOUGHT: Purchased.

We bought some typewriters and electric calculators.

COUNTRY, COUNTY

COUNTRY: A nation.

He joined the armed forces of our country.

COUNTY: A political division of a state.

Miami is in Dade County, Florida.

IT'S, ITS

IT'S: The contraction of "it is."

It's a fine day.

ITS: Possessive form meaning belonging to.

Its operating efficiency has been proven.

PAST, PASSED

PAST: A former time.

The program has been very successful in the *past*. (N)

PASSED: Went by; moved along; transferred

I *passed* him on the street.

Before many days had *passed*, he took care of his account.

I *passed* the report on to him.

QUITE, QUIET

QUITE: Completely; entirely.

You will be *quite* pleased with our books.

QUIET: Free of noise; not excited.

Notice how *quiet* the room is.

He is a *quiet* person who seldom has anything to say.

THEIR, THERE, THEY'RE

THEIR: Belonging to them.

I cannot approve the plans in *their* present form.

THERE: In or to that place.

I went *there* at his request.

THEY'RE: The contraction of *they are*.

The workers said that *they're* willing to cooperate.

TO, TOOK TWO

TO: In the direction of. (P)

I should like to talk to you about this matter.

TOO: Also; more than enough.

I, too, was in the Navy.

She receives too many personal calls in the office.

TWO: One plus one.

He spent two years in France.

WEATHER, WHETHER

WEATHER: State of the atomosphere with respect to wetness or dryness, cold or heat; climate.

You can take a good picture regardless of the weather.

The game was called off because of the weather.

WHETHER: Indicating a choice (often followed by or). Also used to introduce an indirect question.

You can take a good picture whether the sun is shining or it is raining.

Let me know whether you will be free on Friday.

Section II Programmed Review

Directions: Place a sheet of paper over the column at the right. Read the sentence at the left and choose the correct word by underscoring your choice. After each item, expose the correct sentence at the right. GOOD LUCK!

1. Mary and John are going _____ the fair. to, too, two	1. to
2. She has no idea _____ or not she would like to go. weather, whether	2. whether
3. _____ still deciding if they have enough money to go. their, there, they're	3. They're
4. Patricia was _____ pleased with her son's report card. quite, quiet	4. quite
5. Michelle _____ the exam with a score of 95. past, passed	5. passed
6. _____ difficult to find good quality merchandise. it's, its	6. It's
7. We are thinking of building an _____ on to our house. addition, edition	7. addition
8. When we were in Dallas, we _____ bone china. brought, bought	8. bought

9. We hope that we can be of _____ to you. 9. assistance

assistance, assistants

10. Tom lives in the _____ of Litchfield, Connecticut. 10. County

Country, County

11. Mr. Rock had a meeting with all of his _____ present. 11. assistants

assistance, assistants

12. I used Gregg's second _____ of their shorthand book series. 12. edition

addition, edition

13. Raymond had _____ many things against him to win the race. 13. too

to, too, two

14. He _____ remarked that there were others more qualified. 14. too

to, too, two

15. If the _____ is good, we are going to Sandy Beach. 15. weather

weather, whether

16. _____ of the students did their projects on the same topic. 16. Two

to, too, two

17. The Browns went _____ on their honeymoon. 17. there

their, there, they're

18. You should not dwell on the _____, but rather look to the future. past, passed	18. past
19. The Greens painted _____ house the same as their neighbors. their, there, they're	19. their
20. He is the leader of our _____. country, county	20. country
21. You must be _____ when you walk in the halls. quite, quiet	21. quiet
22. _____ value is in its size. it's, its	22. Its
23. Mrs. Jones has student _____ working in the typing lab. assistance, assistants	23. assistants
24. Please put your books over _____. their, there, they're	24. there
25. You will be _____ surprised with the beauty of that country. quite, quiet	25. quite

BUSINESS ENGLISH
Punctuation

Programmed Unit
By Maria Druan

INTRODUCTION

The following lesson on "PUNCTUATION PRACTICE--Commas" is a basic review intended for use in a Business English or Transcription class. The grade level may range from ninth grade to the college level.

The first section deals with the introduction of rules and examples of the use of the comma--CONJUNCTION, IF CLAUSE, AND OMITTED, APPOSITION, AS CLAUSE, INTRODUCTORY, PARENTHETICAL, SERIES, WHEN CLAUSE. The information was taken from Gregg Shorthand Diamond Jubilee Series--Second Edition by John Robert Gregg, Louis A. Leslie and Charles E. Zoubek.

Section 2 is a programmed review. The nine rules for using commas are reviewed by means of a listing of sentences with the commas omitted. In some instances the sentences are correct without comma punctuation.

Section 3 involves a final test consisting of twenty-five sentences which need to be punctuated.

This lesson is intended to be used as a self-instruction unit. The lesson may be presented by the teacher also. The teacher may choose to use this lesson as an individualized review of material. Section 3 may be used as either a formal test or a homework assignment to be corrected in class as a group.

Instructional Objective

This lesson will give the student an opportunity to improve his punctuation skills in using commas.

Behavioral Objective

Given a list of twenty-five sentences, the student will insert the necessary comma punctuation with 95% accuracy within 20 minutes.

INSTRUCTIONS TO THE STUDENT

1. Read and study the material on pages 1-4.
2. Take the programmed COMMA TEST.
3. When you feel confident enough, take the FINAL TEST.

GOOD LUCK!

PUNCTUATION PRACTICE

COMMAS

CONJUNCTION

A comma is used to separate two independent clauses that are joined by one of the following conjunctions: AND, BUT, OR, FOR, NOR.

An independent clause (sometimes called a main or a principal clause) is one that has a subject and a predicate and that could stand alone as a complete sentence.

> Your speech was taped by one of our people,
> and I have had my secretary transcribe it.

The first independent clause is: Your speech was taped by one of our people.

The second independent clause is: I have had my secretary transcribe it.

Both clauses could stand as separate sentences, with a period after each. Because the thoughts of the two clauses are closely related, however, the clauses were joined to form one sentence. Because the two independent clauses are connected by the coordinating conjunction AND, a comma is used between them, before the conjunction.

"IF" CLAUSE

One of the most frequent errors made by the beginning transcriber is the failure to make a complete sentence. In most cases the incomplete sentence is a dependent or subordinate clause introduced by IF, AS, or WHEN. The dependent or subordinate clause deceives the transcriber because it is a complete sentence except that it is introduced by a word such as IF; therefore, it requires another clause to complete the thought.

The dependent or subordinate clause often signals the coming of the main clause by means of a subordinate conjunction. The commonest subordinating conjunctions are IF, AS, and WHEN. Other subordinating conjunctions are THOUGH, ALTHOUGH, WHETHER, UNLESS, BECAUSE, SINCE, WHILE, WHERE, AFTER, WHENEVER, UNTIL, BEFORE, and NOW. We will consider clauses introduced by IF.

> If you can do this for us, we will be exceedingly grateful.
>
> If I can help you obtain material for the bulletin, please let me know.

PUNCTUATION PRACTICE--Commas

"AND" OMITTED

When two or more adjectives modify the same noun, they are separated by commas.

He was a quiet, efficient worker.

However, the comma is not used if the first adjective modifies the combined idea of the second adjective plus the noun.

She wore a beautiful green dress.

Note: You can quickly determine whether to insert a comma between two consecutive adjectives by mentally placing AND between them. If the sentence makes good sense with AND inserted between the adjectives, then the comma is used. For example, the first illustration would make good sense if it read:

He was a quiet and efficient worker.

APPOSITION

Sometimes a writer mentions a person or thing, and in order to make his meaning perfectly clear to the reader, he says the same thing in different words. The clarifying word or phrase or clause is known as an "expression in apposition." Each expression in apposition should be set off by commas. When the expression occurs at the end of a sentence, only one comma is necessary.

Our latest booklet, Gracious Living, is enclosed.

The meeting will be held on Friday, June 16, at the Hotel Brown.

Please have him get in touch with Mr. Roy, our personnel manager.

He lives in Chicago, Illinois.

Note: When the clarifying term is very closely connected with the principal noun so that the sense would not be complete without the added term, no commas are required.

My sister Jane will be home soon.

The word embarrass is often misspelled.

PUNCTUATION PRACTICE--Commas

"AS" CLAUSE

A subordinate clause introduced by AS and followed by a main clause is separated from the main clause by a comma.

> As you know, there is a substantial sum due on your account.
>
> As you will see by the enclosed report, our plans for the convention are almost complete.

INTRODUCTORY

A comma is used to separate the subordinate clause from a following main clause. You have already studied the application of this rule to subordinate clauses introduced by IF, AS, and WHEN. Here are additional examples:

> While I understand the statement, I do not agree with it.
>
> Although it was only 3 o'clock, he closed the office.
>
> Before you award your next advertising contract, give us an opportunity to discuss it with you.

A comma is also used after introductory words or phrases such as FURTHERMORE, ON THE CONTRARY, and FOR INSTANCE.

> Furthermore, you made a mistake in grammar.
>
> On the contrary, you are at fault.
>
> For your convenience in sending me the information I need, I am enclosing a stamped envelope.

Note: If the subordinate clause or other introductory expression follows the main clause, the comma is usually not necessary.

> I am enclosing a stamped envelope for your convenience in sending me the information I need.

PUNCTUATION PRACTICE--Commas

PARENTHETICAL

A word or a phrase or a clause that is used parenthetically (that is, one not necessary to the grammatical completeness of the sentence) should be set off by commas.

If the parenthetical expression occurs at the end of the sentence, only one comma is used.

> There is, of course, no charge for this service.
>
> Never hesitate to let us know, Mr. Strong, when our organization can help you.
>
> We actually print your picture on the card, Mr. Short.

SERIES

When the last member of a series of three or more items is preceded by AND, OR, or NOR, place a comma before the conjunction as well as between the other items.

> The railroads are recognized to be a major problem confronting the cities, towns, and villages throughout the country.
>
> The meetings will be held on June 5, July 8, and July 16.
>
> Her duties consisted of receiving calls, answering the telephone, and opening the mail.

Note: Some authorities prefer to omit the comma before the conjunction. In this class, however, we will follow the general rule stated above.

"WHEN" CLAUSE

A subordinate clause introduced by WHEN and followed by the main clause is separated from the main clause by a comma.

> When I was in town last month, I discussed with you the possibility of holding our meetings in your hotel.
>
> When you delay paying your bills, you are endangering your credit reputation.

COMMA TEST

Directions: Place a sheet of paper over Column 2. Complete Column 1 by placing the necessary comma punctuation. Be careful--some of the sentences are correct as they are. After you have completed each sentence, correct Column 1 by exposing the answers in Column 2.

Column 1	Column 2
1. If I can ever be of any assistance to you please let me know.	1. If I can ever be of any assistance to you, please let me know.
2. Your paper was typed by one of my secretaries and I have proofread it for you.	2. Your paper was typed by one of my secretaries, and I have proofread it for you.
3. Your dress is a simple green style.	3. Your dress is a simple green style.
4. Our latest book Typing Letters was published last year.	4. Our latest book, Typing Letters, was published last year.
5. The word recommend is often misspelled.	5. The word recommend is often misspelled.
6. On the contrary she does a fine job.	6. On the contrary, she does a fine job.
7. Although I only met her once I feel she is a good candidate for the job.	7. Although I only met her once, I feel she is a good candidate for the job.
8. As you will see from my resume I have held several jobs in business.	8. As you will see from my resume, I have held several jobs in business.
9. Furthermore I will not send you my check until my merchandise is delivered.	9. Furthermore, I will not send you my check until my merchandise is delivered.
10. There is of course no reason for the delay.	10. There is, of course, no reason for the delay.
11. The meetings will be held on July 9 10 and 11.	11. The meetings will be held on July 9, 10, and 11.
12. When I was in town Saturday I visited Mr. Stor's office.	12. When I was in town Saturday, I visited Mr. Stor's office.

13. As you know I have a degree in business.	13. As you know, I have a degree in business.
14. Please feel free to call me Miss Jones when you arrive.	14. Please feel free to call me, Miss Jones, when you arrive.
15. My brother Raymond is going to college.	15. My brother Raymond is going to college.
16. Nancy is a typist receptionist and secretary for Kelly Services, Inc..	16. Nancy is a typist, receptionist, and secretary for Kelly Services, Inc..
17. My Uncle George president of that firm earns a salary of $40,000.	17. My Uncle George, president of that firm, earns a salary of $40,000.
18. When I finish school I will be qualified to teach Business Math.	18. When I finish school, I will be qualified to teach Business Math.
19. As you know my sister works for that company.	19. As you know, my sister works for that company.
20. If you have any questions about the exam feel free to ask.	20. If you have any questions about the exam, feel free to ask.
21. Mary went shopping on Monday and had lunch with Sue.	21. Mary went shopping on Monday and had lunch with Sue.
22. Please come to see me Saturday if you can.	22. Please come to see me Saturday if you can.
23. If I can help you in any way contact me at my home.	23. If I can help you in any way, contact me at my home.
24. Please call Mary Green the fourth grade teacher.	24. Please call Mary Green, the fourth grade teacher.
25. As you know I will be in Chicago on Tuesday.	25. As you know, I will be in Chicago on Tuesday.

NAME -Key-

FINAL TEST

Directions: Insert the necessary comma punctuation in the sentences below. If the sentence is correct as it is, place a check in the left margin. GOOD LUCK !

1. Good students can recognize, define, and use more words than their weaker brothers.
2. To become a fast reader, therefore, you must become a master of the words you read.
3. When you visit Connecticut again, please stop by to see me.
4. Besides being a generous person, Mary is a great friend.
5. If I can ever be of help to you, please call on me.
6. As you may guess, I have enjoyed this visit.
7. Please contact the department head, Miss Lyons, to receive the information.
8. I will go to Norwich, and I will see Marge.
9. Please make sure you pick up the letters, booklets, and memos at the store.
10. Tom wore a neat grey suit.
11. Mrs. Jones was pleased with the report and also with the transcript.
12. Please visit us if you have a chance.
13. He lives in Washington, Connecticut.
14. He was a studious, learned student.
15. My brother John will be home in July.
16. As you know, my husband is a salesman for that company.
17. While I am not sure of my formulas, I feel I could pass Geometry I.
18. For your convenience, I have enclosed a stamped envelope.
19. Please call me when you arrive, Mr. Short, so that I can help you.

FINAL TEST--Commas

21. If you can use this pen, you may have it.

22. When you finish your course, you will have 30 credits.

23. Susan is from Westport Connecticut.

24. As you know, I have a sister in Europe.

25. While I am not a friend of hers, I do know who she is.

BUSINESS MATHEMATICS
Commissions

Programmed Unit
By Leonard Lopardo

FIGURING COMMISSION

OBJECTIVE

This booklet is designed to offer to the business mathematics student a method to reenforce a one week introduction to commissions. The basic objective of the programmed unit is to enable the student to calculate commissions with 100% accuracy.

To the student

This Booklet:

What it is:

This programmed unit you are about to study is a new kind of instructional technique that has proved helpful in making learning more efficient and permanent. Each numbered frame has in it some important instruction and also a question that requires you to fill in a blank, compose a short answer, do a calculation, or select an answer from a multiple choice. Each frame provides additional information. Each question is followed by the answer directly below the double line that extends completely across the page.

How to use it:

To get maximum benefit from this new kind of technique, you should use a card or a folded sheet of paper to cover up everything but the frame you are examining. You should start by placing the card or folded sheet of paper at the top of the page you are working on and then move it down to the first complete line across the page. You then study the content of the frame very carefully and make a decision on your answer. Write your answer on the answer sheet provided. Then slide the card or folded sheet of paper down until you uncover the answer. You can then determine whether your answer is correct.

If you answer incorrectly:

Checking your answer immediately will act to reenforce the correct answer efficiently. When you are incorrect, you should return to the frame to study it and to discover whether you misread it or made an error. If you have difficulty, you may have to call on your teacher for a hint or two.

You may find that you can move at quite a rapid pace with this new technique because the steps are so gradual and the knowledge that you gain is built up so carefully. Be very careful, however, not to go so rapidly that you misread any of the frames and hence make an error.

FIGURING COMMISSION

1. In some businesses, a salesman is paid a commission instead of a ____________ salary.

   Fixed

2. In some businesses, a salesman is paid a combination of fixed salary and ______________.

   Commission

3. A commission may be a certain amount for each __________ sold, or it may be a percent of the dollar value of sales.

   Article

4. Straight Commission basis is when a salesman is paid __________ a commission.

   Only

5. When the rate of commission is an amount for each article sold, the number of articles is multiplied by the rate to find the _____________.

   Commission

6. The formula to find commission when the rate of commission is an amount for each sold is:

   Rate of Commission X ___________ = Commission

   Quantity Sold

7. Find the amount of Commission in each of the following?

   a. 300 magazines @ 8¢ commission/magazine=______________
   b. 400 books @ 50¢ commission/book=______________
   c. 165 Birthday Card Packs @ 30¢ commission/Pack=______________

   a. $24.00 b. $200 c. $49.50

8. In some cases it will be necessary to round off the commission to the nearest ____________.

   cent

9. Round these to the cent

   a. $134.4795 b. $168.07389

   a. $134.48 b. $168.07

10. Commissions are rounded to the _____________.

    nearest cent

11. A commission may be a certain amount for each article sold, or it may be a ___________ of the dollar value of sales.

    Percent

12. When the rate of commission is expressed as a percent, it is based on the ___________ of sales.

    dollar value

13. The rate of Commission (percent) multiplied by the dollar value of the sales equals__________________.

Commission

14. The formula to find commission when the rate of commission is a percent of the dollar value of the sales is:

Rate of Commission (Percent) X __________ = Commission

Sales

15. Find the amount of commission in each of the following?

a. 6,000 Sales X 5% Rate of Commission=__________
b. 14,000 Sales X 2% Rate of Commission=__________
c. 8,000 Sales X 10% Rate of Commission=__________
d. 8,750 Sales X 6% Rate of Commission=__________

a. $300.00 b. $280.00 c. $800.00 d. $525.00

16. It is possible that a percent will not be a __________ percent when finding commission.

Whole

17. A 1/2% is a fractional part of __________ percent.

One

18. To calculate commission with a fraction of percent a simple method is to find __________ percent of the sales and multiple this product by the fraction.

One

19. Find the amount of Commission in each of the following to the nearest cent.

	Sales		Rate of Commission
a.	$45,000	X	1/2% = a________________
b.	$45,000	X	1/10% = b_____ __________
c.	$21,000	X	1/3% = c________________
d.	$28,900	X	1/7% = d________________

a. $225.00 b. $68.00 c. $70.00 d$41.29

20. Find the amount of commission in each of the following to the nearest cent.

	Quantity	Commission on Each			Sales	Rate of Commission	
a.	400 shrubs	$1.50	____	d	$9000	8%	______
b.	500 X-Mass Trees	90¢	____	e	500	10 1/2%	______
c.	215 Books	40¢	____	f	750	10%	______

a. $600.00 b. $450.00 c. $86.00 d. $720.00

e. $52.50 f. $75.00

21. In many firms a salesman receives a salary plus a percent of his sales or a percent of his sales above a fixed amount known as the salesman's ______________.

Quota

22. The quota method is used as a form of ____________ plan.

Incentive

23. Salary plus ___________ equals total earnings.

Commission

24. Find the total earnings of each salesman.

	Salesman	Weekly Salary	Weekly Sales	Commissions	Total Earnings
a.	Tom Jones	None	$855	5%	
b.	Marsh Mellow	$59.62	$790	4%	________
c.	Tom Thrift	$82.90	$525	3%	________

a. $42.75 b. $102.22 c. $98.65

25. A salesgirl receives a weekly salary of $52.50, plus 3/4% commission on all sales. During the first week of December her sales were $880. What were her total earnings for the week? ____________________

$59.10

CAREER EDUCATION
Resource Unit
for use in
Advanced Typing

Resource Unit
By Sandra Reckert

INTRODUCTION

This Career Education Resource Unit was developed for use in a second year typing course; however, it may be adapted for use in several business courses. Parts may be added or deleted as the teacher desires. The teacher should preview the unit by introducing the Career Clusters developed by the United States Office of Education. Special attention may be given to the Business and Office Cluster, Communications and Media Cluster, and the Consumer and Homemaking Cluster.

Career education means exposing students from kindergarten through high school to as many career opportunities as possible and to make education a lifelong process. It's aims are to emphasize dignity in work, stress a desire to succeed in life, provide better college preparation, create an understanding of alternatives to college, develop salable skill upon graduation from high school--or sooner, if students drop out--and permit students unlimited re-entry into the educational system to upgrade, update or change skills.

Planning and preparation for the future should be directed toward recognition that every person will be a contributing member to a world of challenge and change. Developing a curriculum that includes career education is important for the following reasons:

1. Exploring careers helps students develop a personal sense of present and future worth.

2. Exploring careers helps students to see how people achieve the places they have.

3. Exploring careers helps students to see value and significance in all honest work.

4. Exploring careers helps students to develop enthusiasm about the whole prospect of work as a way of life.

5. Exploring careers gives the student an opportunity over a long period of time to develop a reservior of information, attitudes, and experience which will serve as a base when real decisions have to be made.

CAREER EDUCATION RESOURCE UNIT

Investigating A Career

I. Objective

When you complete this unit you will be more aware of your interests and your potentials concerning your personality and abilities.

II. Activities

Read all activities and instructions before beginning the exercises. Type your answers to the exercises on the attached sheets.

A. Self-Inventory 2

Exercise 1: Preference List 2

2: Interest Areas. 4

3: Know Yourself 5

4: Career Qualities. 6

B. Skills And Social Needs 7

Exercise 5: What Do I Want Most From My Career? 8

C. Choose And Investigate A Career. 9

Exercise 6: Gather Career Information from books and materials available in the classroom and talk to someone in the career you are considering.

Fill out the Career Investigation Questionnaire 10

SELF-INVENTORY

A good knowledge of yourself is one of the many important things you will learn in your lifetime. This knowledge is the heart of any career search. Questions such as the following must be answered.

What are your likes or dislikes?
What kind of person are you?
What do you want from life?

Know Your Interests

You probably have many interests. Most young people do. Your success and happiness in the working world will depend on how well you know your interests and how carefully you use this knowledge in selecting a career.

Exercise 1: Study the list below. In the spaces provided, type the items in order of your preference. What you like to do most will be on top of the list.

Do you prefer working--

1. Outdoors 1.__________________
2. With numbers 2.__________________
3. With ideas 3.__________________
4. With people 4.__________________
5. With tools 5.__________________
6. With music 6.__________________
7. With art 7.__________________
8. With poetry 8.__________________

Interests are gouped into areas. A list of some of them, with brief definitions, is included in the following table. Study and compare the table with your answers in Exercise 1.

INTEREST AREA	WHAT IT MEANS	SOME JOBS INVOLVED
Outdoor	You prefer work that keeps you outside most of the time, jobs which deal with animals and growing things.	Forest or park ranger, naturalist, extension service worker, farmer, nurseryman, lineman, game warden, biologist, forester.
Mechanical	You like to work with machines and tools.	Automobile repairman, watchmakers, drill press operator, engineer.
Computational	You like to work with numbers.	Bookkeeper, accountant, bank teller, mathematician.
Scientific	You like to discover new facts and solve problems.	Doctor, chemist, nurse, engineer, radio repairman, aviator, dietition.
Persuasive	You like to meet and deal with people and promote projects.	Actor, politician, radio announcer, minister, salesman, store clerk.
Artistic	You like to do creative work with your hands. The work usually has "eye appeal" and involves attractive design, color and materials.	Painter, sculptor, architect, dress designer, beautician, interior decorator, barber.
Literary	You like to read and write stories, poems or articles.	Novelist, historian, teacher, actor, news reporter, editor, drama critic, book reviewer.
Musical	You like going to concerts playing an instrument or singing.	Music teacher, organist, singer, member of band or orchestra, choir director.

INTEREST AREA	WHAT IT MEANS	SOME JOBS INVOLVED
Social Service	You enjoy helping people, especially those who are sick or needy or who have special problems.	Nurse, extension worker, scout leader, vocational counselor, teacher, minister, personnel worker, social worker.
Clerical	You like office work that requires precision and accuracy.	Bookkeeper, accountant, file clerk, sales clerk, secretary, statistician, traffic manager.

Exercise 2: Compare the interest areas with your answers in Exercise 1. Select and list below three major interest areas. Type them in the space provided.

1.____

2.____

3.____

Know Yourself

Exercise 3: Study yourself by asking the following questions. If your answer to the question is yes, place a check mark (X) in the space provided in front of the question. Try to be honest with yourself.

____ 1. Am I studious by nature?

____ 2. Do I like detail work?

____ 3. Do I enjoy routine work?

____ 4. Do I obey orders?

____ 5. Do I like methodical repetition?

____ 6. Do I like mental activity?

____ 7. Do I like physical activity?

____ 8. Do I express myself well in writing?

____ 9. Do I express myself well in speech.

___ 10. Do I have a pleasing voice and clear enunciation?

___ 11. Am I at ease in conversation?

___ 12. Do I stick to a job?

___ 13. Am I a good listener?

___ 14. Am I a go-getter?

___ 15. Am I courteous and cordial?

___ 16. Am I generally healthy?

___ 17. Do I enjoy leading and directing others?

___ 18. Do I have self-control?

___ 19. Do I easily learn new things?

___ 20. Do I have a good memory for facts and figures?

Know Yourself

Exercise 4: Type your answers in the space provided. List your strong qualities-those you have checked in Exercise 3.

____

____

____

____

List five careers that would require these qualities. Refer to the Interest Area Table on page 3 and 4 for suggestions.

1.______________________________________
2.______________________________________
3.______________________________________
4.______________________________________
5.______________________________________

List all the qualiteis that you have not checked in Exercise 3.

____

____

____

____

List five careers that would require these qualities.

1.______________________________________
2.______________________________________
3.______________________________________
4.______________________________________
5.______________________________________

SKILLS AND SOCIAL NEEDS

Skills

Skills you can learn and perfect are acquired skills. You must know your limits for learning and new skills. For example, natural skills can be observed in a good athlete. His success is partially based upon natural skill. Probably a greater part of his success is founded upon hours of practice. During practice, he acquires the coordination of movements that make the excellence of his performance.

Many times people waste natural skill and ability through failure to work at it and develop it. You have seen this in your classrooms. Your greatest gifts are your natural abilities. Failure to make use of them will only lead to unhappiness. One way to determine your ability to acquire skills is to compare something you do now with the first time you did it.

Your Social Needs

There are other things to consider in a career besides the enjoyment and benefits of the career itself. Think carefully about the life style you desire and the needs you will fulfill outside your career. Where will you want to live in the community? What community activites will you want to be involved in? You may want recognition of your accomplishments by your friends and fellow workers. Your consideration of your social needs is a very important part of career exploration.

What Do I Want Most From My Career?

Exercise 5: Study the list below. In the spaces provided type the items in order of their importance to you. The most important item will be at the top and the least important at the bottom. Add any other career requirements you think are important.

Pleasure and interest
Service to others
Standing in your community
Leisure time
Geographical location
Chance for advancement
Money income
Artistic expression
Others

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

RESOURCES AVAILABLE IN THE CLASSROOM

The following books and materials will help you complete your Career Investigation Questionnaire.

Careers In Business/70's Career Game

Careers Ford Educational Affairs Department

Chrysler Corporation Encyclopedia of Careers, Volume II

Dictionary of Occupational Titles

1970 Directory--Educational and Training

Encyclopedia of Careers

Guide To College Majors

Lovejoy's Career And Vocational School Guide

New England Regional Student Program

Occupational Outlook Handbook

Programs For Connecticut Health Occupations

Vocational Education And Occupations

(Brochures in the Occupational File)

CAREER INVESTIGATION QUESTIONNAIRE

Exercise 6: Type your answers to the following questions. Gather information from books and materials available in the classroom, and try to talk to someone in the career you are investigating.

1. The career I am investigating is____________________

2. Duties expected of me in this career are:
   1)____________________
   2)____________________
   3)____________________
   4)____________________

3. Necessary skills and equipment for the career are:
   1)____________________
   2)____________________
   3)____________________
   4)____________________

4. What special aptitudes are required?
   1)____________________
   2)____________________
   3)____________________

5. Do employees have to:
   1) Have a special license?____________________
   2) Belong to a union?____________________

6. What personality traits are most helpful for this job?
   1)____________________
   2)____________________
   3)____________________

7. What training or education is required for this occupation?
   1) High School__________
   2) Apprenticeship__________
   3) Vocational School__________
   4) College graduation__________
   5) Graduate School__________

8. Where can I get the necessary education?
   1)____________________
   2)____________________
   3)____________________

9. What will be the cost of the necessary training?____________________

10. The location of places I could find employment?
    1)____________________
    2)____________________
    3)____________________
    4)____________________

11. What is the demand for persons in this career?
 1)______________________________
 2)______________________________

12. What will be the need for people in this career in 25 years?
____

13. Chances for advancement are:
 1) In this position____________________
 2) By changing to another position______________

14. The income expected is
 1) Starting salary per week________________
 2) Expected earnings after 2 years______________
 3) Expected earnings after 10 years______________

15. Retirement benefits in this career are:
 1) Covered by Social Security________________
 2) Covered by private retirement plan____________
 3) Retirement age in this career______________

16. What are the vacation benefits?
 1)______________________________
 2)______________________________

17. What are the general working conditions?
 1)______________________________
 2)______________________________
 3)______________________________

18. Health and other hazards found in this career are:
 1)______________________________
 2)______________________________
 3)______________________________

19. Five aspects of this career that appeal to me are:
 1)______________________________
 2)______________________________
 3)______________________________
 4)______________________________
 5)______________________________

20. Two advantages I see in this career are:
 1)______________________________
 2)______________________________

21. Two disadvantages I see in this career are:
 1)______________________________
 2)______________________________

Resource Unit
By Arlan D. Spivak

I. IDENTIFICATION DATA AND OVERVIEW

A. Unit Title: Consumer Frauds.
B. Subject: Consumer Education.
C. Grade Level: Grades 10, 11, and 12.
D. Time Allotment:
E. Overview Statement:

The increased need for students to be aware of consumer frauds has been emphasized by recent cases such as the Holiday Magic fraud and the Home-Stake Production Company swindle. In the Holiday Magic fraud, people were being encouraged to increase their income by a "flagrantly misleading chain-sale scheme."[1] In the Home-Stake Production Company swindle, people (including some well-known personalities such as Senator Javitts, General Electric's Borch, and singer Lisa Minnelli) invested money that was supposedly used for the development of oil fields which also provided them with a tax shelter and a chance for huge profits.

These types of consumer frauds and others will be discussed in this unit so that the student will avoid becoming the victim of any deceptive selling or other type of consumer fraud. In this unit the student will also learn what his rights are as a consumer who has been the victim of a consumer fraud and how to handle himself in such a case.

II. OBJECTIVES OR LEARNING GOALS (STUDENT OBJECTIVES)

A. To develop an understanding of consumer frauds.
B. To develop the ability to recognize a consumer fraud.
C. To develop the ability to analyze a consumer fraud and proceed with an appropriate corrective procedure.

III. CONTENT OUTLINE

A. Introduction.

B. Types of Consumer Frauds.

1. Advertising.
    a. Correspondence schools.
    b. Chain letters.
    c. Dance studios.
    d. Medical frauds.
    e. Charity rackets.

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[1] Paul Friggins, "Pyramid Selling--No. 1 Consumer Fraud," Reader's Digest, 104:70-83, March, 1974.

2. Selling
    a. Pyramid selling (chain-referral selling).
        (1) Cosmetics (Holiday Magic).
        (2) Appliances.
    b. Door-to-door selling.
        (1) Books.
        (2) Magazines.
        (3) Appliances.
    c. Unordered merchandise.
        (1) Books.
        (2) Cards.
        (3) Key chains.

C. Consumer Protection Agencies and Their Services to the Consumer.

1. Local.
    a. Private.
    b. Government.
2. Federal.

IV. ACTIVITIES

A. Introductory.

1. Using a recent case of consumer fraud from a newspaper clipping, magazine article, or consumer agency press release.
    a. Explain the situation.
        (1) Read the source.
        (2) Summarize the situation.
    b. Follow with a discussion.
        (1) What are the rights of each party?
        (2) What action should be taken?
    c. Have the students summarize by writing the class's conclusion.
2. Using the record "Stretching A Buck," available from the Cooperative Extension Service, University of Connecticut.
    a. Play the section entitled "Door to Door Salesman."
        (1) Have the students jot down any notes for use in discussion which will follow.
        (2) Stress that one should listen carefully as important points follow one another.
    b. Follow with a discussion.
        (1) By calling on students at random, have them explain some of the points which they jotted down.
        (2) If there are any points which the students missed, either mention these points or play the record again.

B. Developmental.

1. Student Activities (outside of class).
    a. Readings.

(1) The Consumer in the Marketplace, pages 434-8.
(2) The Right to Be Informed, Unit 1, pages 16-7.
(3) The daily newspaper.
(4) Other assignments as assigned. This might include recent articles on consumer fraud.

b. Projects.

(1) Write a skit illustrating one or more types of consumer fraud. The following are examples of what the skit might entail:

(a) John is interested in a summer job. He reads an ad in the classified section of the newspaper. "Students--a chance to earn summer cash." John calls the number for more information about the job. The next day he goes for an interview after school. (pyramid selling)

(b) Mary is getting married after she finishes high school. Her engagement picture was recently in the local newspaper. She receives a phone call from a salesman who is interested in selling her and her fiance a beautiful set of name brand kitchenware. When the salesman comes to the house, she learns that this is not merchandise that you would find in any local store. Therefore, the price can be much lower than that of any local department store. (door-to-door salesman)

(2) Construct a game in which different examples of consumer fraud are illustrated. The following are possible games that might be developed:

(a) A pointer type spinning device with the categories advertising, selling, and frauds. If the pointer lands on fraud when spun, the player misses a turn. If the pointer lands on advertising (selling), he takes an advertising (selling) card. The card will give an example of an advertisement (sale). The player will read the card and have to decide if there was an act of consumer fraud. If the player is correct, he will move a certain number of spaces on the board. If he is wrong, he will move back a certain number of spaces. The person who reaches the center of the board first wins.

(b) Set up two groups with an even number of people. If there is an odd number of people, the odd person will be the caller. The caller can also be any member of the opposite group answering the question. The caller reads a situation of fraudulent advertising or selling. The group will have to tell which consumer protection law would apply. Certain number of points would be given for correct answers. The group with the most number of points would win.

    (3) Construct a bulletin board.
        (a) Illustrations of different types of consumer frauds.
        (b) Certain "red flag" expressions to look for.
        (c) The approaches one goes through in buying a product so they avoid becoming the victim of a consumer fraud.
    (4) Prepare an informative comic strip.
        (a) Make up characters or use well-known ones like Snoopy or Nancy.
        (b) Have a consumer lesson as the subject.
    (5) Design a set of posters that a consumer protection agency would use.
        (a) Pitch the subject for the community or a particular group.
        (b) Briefly state a consumer warning such as "Read Contracts Before Signing."
    (6) Set up a mock panel from a consumer protection agency.
        (a) Have students ask panel questions about possible consumer frauds.
        (b) One or more members of the panel would reply.

2. Student-Teacher Activities (in class).
    a. View Project Filmstrip 2, frames 13-22 from Smart Spending (kit).
        (1) Before.
            (a) Distribute Money Matters (part of kit).
            (b) Look at "Check list of advertising and selling appeals" on page 10, together.
        (2) During.
            (a) Teacher asks students questions.
            (b) Students respond when called upon.
        (3) After.
            (a) Divide the class into groups of four.
            (b) Students discuss and prepare a list of TV newspaper advertisements which are similar to the ones in the filmstrip.
    b. Unordered Merchandise.
        (1) Teacher brings in sample of unordered merchandise.
        (2) Class discussion.
            (a) Should it be paid for.
            (b) Should it be sent back.
            (c) Other alternatives.
        (3) Read pages 14-5 in The Right to Choose, Unit 3.
    c. Record: "So You Want Something for Nothing."
        (1) Play each section.
        (2) Follow each with a discussion.
            (a) Identify the customer's mistake(s).
            (b) Explain the gyp.
            (c) Identify the warnings.
            (d) Give some buying tips.
    d. Look through the latest issues of Consumer Reports and other publications.
        (1) Select articles related to consumer frauds.
        (2) Write a brief summary of these articles.

  - e. Discuss articles summarized in d.
  - f. Guest speaker from the Connecticut Consumer Protection Council.

C. Culminating.

1. Speaker.
   - a. Lawyer who has represented many people in cases of consumer fraud.
   - b. Person from the Connecticut Consumer Protection Agency.
   - c. Person from the Better Business Bureau.
   - d. Person from the Connecticut Citizens Action Group.
2. Projects.
   - a. Individual student visit a consumer protection agency.
     - (1) Develop plan with teacher.
       - (a) Identify purpose of visit.
       - (b) Discuss what the student should do.
     - (2) Write a summary of visit.
   - b. Two or more students conduct a survey.
     - (1) Develop plan and purpose of survey and consult with teacher periodically.
     - (2) Summarize findings in writing (consult with teacher as to format).
3. Teacher administered game (possibly similar to (2)(b) on previous page).
   - a. Review of consumer frauds.
   - b. Bonus points might be given to winning group or person on next exam.
4. Class field trip.
   - a. Small claims court.
   - b. Better Business Bureau.
   - c. Connecticut Citizens Action Group.
   - d. Connecticut Consumer Protection Agency.

V. RESOURCES

A. For Teacher.

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2. Center of Consumer Education Services, State Department of Education, New Jersey Residential Manpower Center, Building 871, Plainview Avenue, Edison, NJ 08817.
3. Changing Times Teacher's Journal. Changing Times Education Service, 1729 H Street, NW, Washington, DC 20006. Distributed with classroom subscriptions to Changing Times.
4. Consumer + Home Economics Education In Connecticut (bibliography). Connecticut State Department of Education, Division of Vocational Education, State Office Building, 165 Capitol Avenue, Hartford, CT 06115. 1971-1972.

5. Consumer Education Bibliography (pamphlet). Published by the Federal Office of Consumer Affairs. Available through the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. September, 1971.
6. Consumer Education Curriculum Guide for Ohio. Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Columbus, OH 43210.
7. Consumer News (monthly newsletter). Published by the Federal Office of Consumer Affairs. Available through the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
8. Guidelines: Consumer and Home Economics Education (pamphlet). Connecticut State Department of Education, Division of Vocational Education, State Office Building, 165 Capitol Avenue, Hartford, CT 06115. 1970-1971.
9. Guidelines for Consumer Education (pamphlet). The Office of the Superintendent of Public Instruction, Springfield, IL 62706. July, 1973.
10. NEWSLETTER: American Council on Consumer Interest. The University of Missouri, 238 Stanley Hall, Columbia, MO 65201. Also publishes Consumer Education Forum and Journal of Consumer Affairs.
11. Preparing the Consumer Educator. Consumer Union of U.S., Inc., 256 Washington Street, Mount Vernon, NY 10550. 1973.
12. Secondary Level Consumer Education. Consumer Union of U.S., Inc., 256 Washington Street, Mount Vernon, NY 10550. 1973.
13. Suggested Guidelines for Consumer Education, Grades K-12 (pamphlet). Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. November, 1970.
14. Teaching a Course in Personal Economics (pamphlet). Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036.
15. Teaching Personal Economics in the Business Education Curriculum. Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036. 1971. (Also ones for Social Studies Curriculum and Home Economics Curriculum).
16. Teaching Tools for Consumer Education. Consumer Union of U.S., Inc., 256 Washington Street, Mount Vernon, NY 10550. Distributed as a monthly service with Education Order Plan.
17. The Consumer Educator (monthly newsletter, September-June). National Association of Secondary School Principals, Dulles International Airport, P.O. Box 17430, Washington, DC 20041.

B. For Instruction and Student Use.[2]

1. Better Business Bureau of Greater Hartford, Inc., 250 Constitution Plaza, Hartford, CT 06103. Publications such as Don't Fall for These Gimmicks.
2. Changing Times (magazine). Changing Times Education Service, 1729 H Street, NW, Washington, DC 20006. Articles such as:
    - "Gyps Aimed at Older People," 27:40 September, 1973.
    - "Watch Out for These Travel Gyps," 27:51-4, February, 1973.
3. Consumer Affairs Foundation, Inc., 150 Tremont Street, Boston, MA 02111. Provides some publications prepared in cooperation with the Better Business Bureau such as the leaflets: I Want My Money Back! and Read Before You Sign.
4. Consumer Be Warned: Frauds & Deceptions. Cassettes Unlimited, Inc., Ronoake, VA 76262.
5. Consumer Reports (magazine). Consumer Union of U.S., Inc., 256 Washington Street, Mount Vernon, NY 10550. Articles such as "Door-to-Door Sales" and "Harrassing The Debtor" which appeared in February, 1973 issue.
6. Connecticut Department of Consumer Protection, State Office Building--Room 105, 165 Capitol Avenue, Hartford, CT 06115. The following is some of the information available:
    - Booklet: $ Help, May 1, 1974.
    - Latest publications of consumer protection laws.
    - News releases such as:
        - May 22, 1974--Case involving Bull Investment Group, Inc. of New Hampshire, Golden Book of Values, Inc. of New Jersey, and nine other defendents (example of pyramid selling).
        - April 16, 1974--Column #57, Unordered Merchandise.
        - April 2, 1973--Holiday Magic Inc. (example of pyramid selling).
7. Cooperative Extension Service, University of Connecticut, Storrs, CT 06268. Provides resources for consumer education such as:
    - Flip Chart: Bait and Switch
    - Leaflets: Deceptive Pricing, Itinerant Photographers, The Door to Door Selling Law, Unordered Merchandise, Win Big Money "for Solving Puzzles."
    - Record: "Stretching A Buck"
8. Don't Get Ripped Off (leaflet). Francis B. Burch, The Attorney General, One South Calvert Street, Baltimore, MD 21202.
9. Federal Trade Commission, Regional Office, Boston, MA. Publishes Guide Against Bait Advertising as one of their many publications.

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[2] Any of these materials are also applicable for teacher use.

10. General Business Skits (Monograph 124). Herman Mintz. South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227.
11. How to be a Loser (records or cassettes). Doubleday Multimedia, Box 11607, 1371 Reynolds Avenue, Santa Ana, CA 92705.
12. Marketplace, The (Consumer Education Resource Kit). Changing Times Education Service, 1729 H Street, NW, Washington, DC 20006. Includes Teaching Guide, transparency masters, activities booklets, case studies, a simulation game, record, charts, and reading and resource lists. Note sections: "Avoiding Gyps and Frauds" and "Safeguards for Shoppers."
13. Modern Consumer Education (Consumer Education Resource Kit). Grolier Education Corporation, 845 Third Avenue, New York, NY 10022. Includes Instructor's Manual, booklets, tapes, filmstrips, and wall charts. Note: Tapes F and G.
14. Money Management (Consumer Education Resource Kit). Changing Times Education Service, 1729 H Street, NW, Washington, DC 20006. Includes Teaching Guide, forms, charts, simulations, transparencies, and reading and resource lists.
15. Newspapers--New York Times, Wall Street Journal, local.
16. Newsweek (magazine). Newsweek, Inc., The Newsweek Building, Livingston, NJ 07039. The following are some articles which appeared recently:
    - "A Star-Spangled Swindle," 84:56-7, July 8, 1974.
    - "Have Agency, Will Travel," 83:66-8, June 3, 1974.
    - "Skin Game? Potential Scientific Scandal at Sloan--Kettering," 83:57-8, April 19, 1974.
    - "Scotch Hangover: Scotch Stock Fraud," 81:82, May 21, 1973.
17. Programmed Instruction in Consumer Education. Home Economics Instructional Materials, Texas Tech., Lubbock, TX 79409. Note: Unit #2 Advertising--Fraud or Foe.
18. "Pyramid Selling--No. 1 Consumer Fraud." Paul Friggins. Reader's Digest, 104:79-83, March, 1974.
19. Smart Spending (Consumer Education Resource Kit). Olcott Forward, Educational Audio Visual, Inc., Pleasantville, NY 10570. Published with the cooperation of the Better Business Bureau of Metropolitan New York. Includes Teaching Fuide, documents, readings, recordings, dramatizations, and filmstrip. Note: "Advertising and Selling Practices."
20. The Consumer in the Marketplace. Leon Levy, Robert Feldman, Simpson Sasserath. Pitman Publishing Corporation, 6 East 43rd Street, New York, NY 10017, 1970. Pages 434-8.
21. The Right to Be Informed (booklet from CTES Consumer Law Kit). Changing Times Education Service, 1729 H Street, NW, Washington, DC 20006. Unit 1, pages 4-7, 16-7.

22. The Right to Choose (booklet from CTES Consumer Law Kit). Changing Times Education Service, 1729 H Street, NW, Washington, DC 20006. Unit 3, pages 14-5.
23. "This is Fraud!" (8¼ minute filmstrip). Film Fair Communications, 10900 Ventura Boulevard, Studio City, CA 91604.

VI. EVALUATION (MEASUREMENT OF STUDENT GROWTH)

A. Participation in class discussions.

B. Projects worked on.

C. Test in which student has to analyze cases involving consumer frauds.

Learning Activity Package
By Elaine Vaillant

In 1950, there were only about 10 or 15 digital computers in the entire United States. Today there are more than 70,000 and their numbers are doubling every 5 years.

What do you think a digital computer actually is? Are you one who believes that electronic computers can solve any imaginable problem, no matter how difficult or obscure? Are you convinced that any result generated by a computer is invariably true and correct?

If you are at all curious, turn the page and begin your journey through the world of digital computers.

Note: The page numbers used throughout this LAP refer to the numbers at the bottom of the page.

BEHAVIORAL OBJECTIVES:

At the conclusion of this Learning Activities Package (LAP), you will be able to do the following:

I. Given 9 processing devices, you will label at least 7 of the devices correctly as either analog or digital and explain why.

II. You will draw a diagram of the flow of information in an electronic digital computer system and explain the functions performed by the different components.

(Performance Exam)

Go on to the next page

Now that you have read the objectives
select one (1) of the following path

I. "Groovy! I already know why digital computers are getting to be so popular. I think I'll go to page 9 and take the self-test and see how I do. I may not have to look over this material."

II. "I haven't the slightest idea what a digital computer is really about. So, the best thing I can do is carefully, look over this material beginning on the next page. It will only take a few short minutes."

Do the following assignments:

Read the information contained in this package starting on page 5 and work through page 7.

Read over the pages indicated in ONE (1) of the following booklets which may be found in our library.

Computers-Theory and Uses: Vincent S. Darnowski, National Science Teachers Association, pp. 1-26, 73-91, 101-106.

Computers: William Corliss, United States Atomic Energy Commission, pp. 1-13, 17-25.

The Quiet Revolution: The American Federation of Information Processing Societies, pp. 1-13.

More About Computers: IBM Corporation, pp. 2-16.

You and the Computer: Student Guide, General Electric Company, pp. 1-21.

What is a Computer? National Cash Register Company, pp. 1-23.

Journalists, cartoonists, and programmers often attribute human characteristics to data processing hardware (machines) despite the fact that computers are mechanical devices incapable of emotional reactions. Why do you think computers are so often personified? Can you think of other inanimate mechanisms which we tend to endow with human characteristics? Write your answer on a separate piece of paper, and hand it in to your teacher.

WHAT IS A DIGITAL COMPUTER?

There are two basic types of computers: digital and analog. A digital computer works with numbers or letters of the alphabet and special symbols that can be coded numerically. It solves problems electronically by counting, adding, subtracting, multiplying, dividing, and comparing. An adding machine is a digital device. So is a cash register. Numeric data can be stored in digital computers until a total or result is desired. The answer represents units of something that can be counted. Digital computers are widely used in processing business data and many kinds of engineering data.

An analog computer is a type of calculating machine that uses physical quantities to represent numbers that can be measured (such as voltages, resistances, or rotations). Therefore the analog computer is actually a measuring device. By means of gauges, meters, and wheels, the analog computer can measure and process physical variables such as amounts of electric current, speed of sound, temperature, pressure, and velocity. The speedometer, by means of a rotating wire, measures the speed at which a car is moving. The pointers on a meter can measure the amount of gas or electricity used in your home. The analog computer accepts these measures and processes them as directed. It is used mainly in scientific research.

Simple analog computers are used in everyday life. For example, when you step on a scale, it measures your weight. The weight of your body will cause the pointer on the scale to move to a certain number on a dial. This number represents your weight.

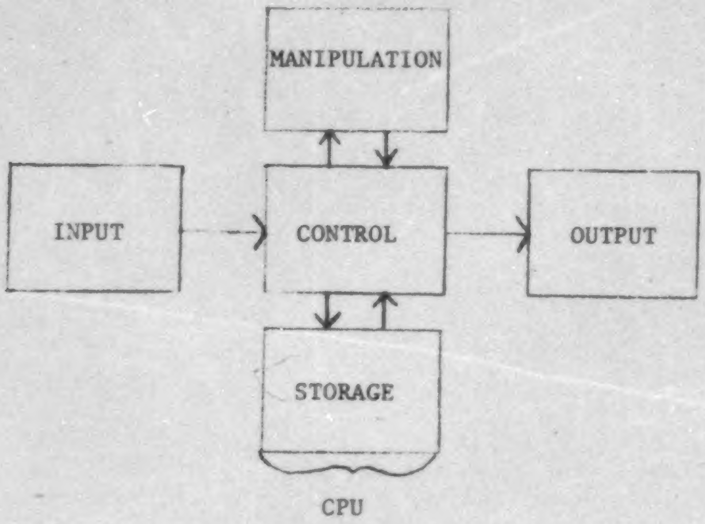
Another simple analog computer, the thermometer, is often made with a glass bulb on the end of a fine tube of glass that has a numbered scale. The tube contains a liquid, such as mercury or colored alcohol, which will expand and contract with changes in temperature. An increase in heat causes the liquid to rise in the tube to a certain number or temperature reading. When the liquid cools, it "falls" in the tube and produces a lower temperature reading.

The following comparison may be helpful in distinguishing between the two types of computers. A digital computer can count the number of light fixtures in a building. An analog computer, on the other hand, can measure the amount of light given off by each fixture. Both computers provide the answer in numeric form. Both process the data received, as directed by a program or formula.

Because analog computers can accept data directly from gauges, meters, and other measuring devices, the data do not have to be converted to punched cards or other input media and entered into the computer.

This feature makes the analog computer extremely fast and useful in such operations as controlling oil refineries, missile systems, and automatic pilot devices.

The flow of information in the electronic computer system is illustrated below:



All digital computers, regardless of size or make, have a central processing unit (CPU). In addition all computer systems are equipped with one or more input and output (I/O) units.

The CPU performs a variety of functions. Storage memory receives and stores instructions as well as the data to be processed. It translates input data to the language system of the computer. It transfers and edits stored data. It makes arithmetic computations. It makes decisions of logic. It directs the action of the input and output units. Moreover, a control device located in the central processing unit makes these functions work in harmony with one another.

The CPU is, thus, the heart of the electronic computer system. It consists of internal storage, arithmetic-logic, and control components.

In all computers, the digits, letters of the alphabet, and symbols entering the CPU must be translated to the language system of the computer. Language translation is handled automatically by the CPU. For example, data punched into cards in Hollerith code are converted to electronic impulses that make up the language system of the computer.

The internal storage component of the CPU is its memory. It can accept, hold, and release data as well as the instructions for processing these data. Data and instructions for processing the data are stored as electronic impulses in specified locations in the memory unit.

All digital computers are equipped with an arithmetic-logic component, which adds, subtracts, divides, and multiples numeric data as directed by the program. This unit also enables the CPU to make certain logical decisions in regard to the data it is processing.

So far you have examined most of the vital organs of the central processing unit of a computer. One organ translates the data from the language of the input medium to the language of the computer. Other organs store data in memory, make calculations, and arrive at decisions on the basis of name or number comparisons. What gives life to these organs and makes them work in harmony with one another? The control component contains the master clock that provides this life-like element.

The control component regulates the various functions of the computer. It is here that the intricate timing system of the computer is located. It is here, too, that the instructions making up the program are interpreted.

All digital computers are equipped with one or more input and output units. These units, which are not considered part of the CPU, bring raw data to the computer and take processed information from it.

The input unit consists of one or more devices capable of receiving information and instructions needed to solve a problem. After receiving the data, the input unit communicates the data to the CPU.

After the problem has been solved and the processed data have been stored, the computer must reverse its opening procedure. It must now send the answer in the form of electronic impulses to the output unit. The output unit records or displays the processed information on output media.

External control of operations by an operator is also possible. An operator can control operations through the use of a console or console inquiry station with which computers are equipped.

The console is used to provide information to the operator about the performance of the system, to enter information into the system manually, to alter the data in storage when necessary, and to start and stop the computer.

The console inquiry station usually contains a built-in or auxiliary electric typewriter. With it the operator can enter new data or instructions into the computer. The reply will be typed out on the inquiry station.

Tracking for
Self-Test

Select one (1) of the following paths:

"Boy, I sure know this material now! I'll go and take the self-test on page 9. This will show me how well I learned my material and met the objectives on page 2. I'll check my answers and grade myself."

"Heck! I'm still confused about what a digital computer is all about. I better go to page 5 and seek additional information. This will help to clear things up."

Self-Test

Directions: DO NOT MAKE ANY MARK ON THIS SHEET. Without any notes or help from your friends, answer the following on a separate sheet of paper.

Which of the following are analog devices? Which are digital? Place an A or D next to the number of the item to represent your answer. Next to the letter, give a word or two of explanation as to why you chose analog or digital.

1. Tape measure
2. Bathroom scale
3. Auto speedometer
4. Auto fuel gauge
5. Counting turnstyle
6. Photographer's light meter
7. Thermometer
8. Adding machine
9. Cash register

Check your answers on the next page

Answer Key to Self-Test

1.	A	Measures inches and feet
2.	A	Measures weight
3.	A	Measures miles per hour
4.	A	Measures quantity of fuel in tank
5.	D	Counts
6.	A	Measures amount of light
7.	A	Measures temperature
8.	D	Counts numbers
9.	D	Counts numbers

An analog device measures, while a digital device counts.

Turn the page. . .

Evaluation of the Self-Test

Select the path below which tells
how you did on the self-test:

I. "Yippie! I got 7 or more of the 9 questions on the self-test correct. I can now go on to the Performance Exam at the bottom of this page.

II. "Heck, something is wrong! I'm just not myself today. I didn't master the self-test according to the objectives. I had better go back to page 4 and select another path to reach these objectives. Then I'll review the information at the beginning of this LAP."

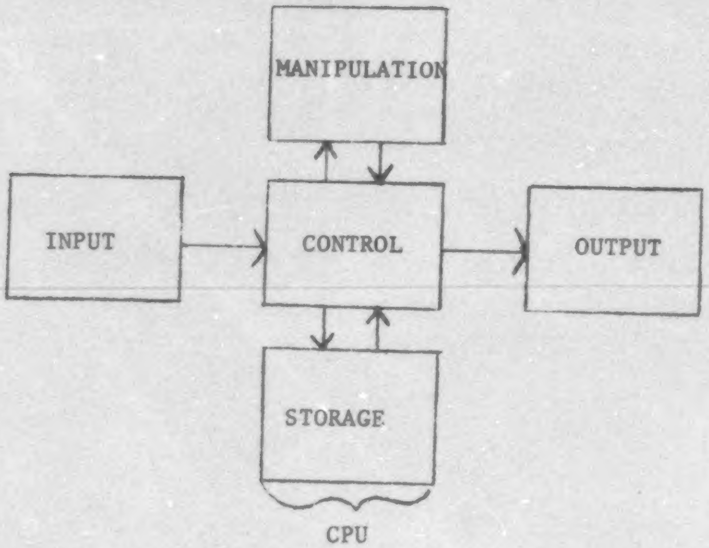
PERFORMANCE EXAM

Hand this Learning Activities Package (LAP) back to your teacher and ask him to give you the Performance Exam which will explain what you are to do. After you complete this exam satisfactorily, follow the directions below.

You made it!
Go have a soda!

By yourself and without any help from your notes or friends, draw a diagram of the flow of information in an electronic digital computer system and expiain the functions performed by the different components. A ruler is provided for use in drawing the diagram.

DIAGRAM



COMPONENTS

1. Language translation--translates digits, letters of the alphabet, and symbols entering the CPU into the language system of the computer.

2. Internal storage component--memory unit within the CPU.

3. Arithmetic-logic component--adds, subtracts, divides, and multiplies numeric data as directed by program. It also enables the CPU to make certain logical decisions.

4. Control component--regulates the various functions of the computer.

5. Input unit--consists of one or more devices capable of receiving information and instructions needed to solve a problem.

6. Output unit--records or displays the processed information on output media.

DATA PROCESSING
Flowcharting

Learning Activity Package
By Elaine Vaillant

INTRODUCTION TO DOCUMENTATION
Flowcharting

When you want to communicate something to someone or understand it better yourself, you usually write it down. Those things which we see on paper are clearer than simple verbal explanations.

Putting something down in document form such as the learning package you are reading through now has many advantages. In the area of Data Processing, it enables one to process data with little or no supervision; enables one operator to assume the duties of another in case of illness or vacation; provides means for making changes in an orderly way and assures adequate controls.

Do you want to know what is involved in documentation for data processing?

BEHAVIORAL OBJECTIVES:

At the conclusion of this Learning Activites Package (LAP), you will be able to do the following:

I. Given different flow chart symbols, you will be able to name the function represented by the symbol.

II. Given a problem, you will prepare a flow chart which provides for all possible situations in connection with this problem.

(Performance Exam)

Go on to the next page

Now that you have read the objectives, select one (1) of the following paths:

I. "Gosh, Gee, I think I can meet these objectives. I already know quite a lot about flow charts. I guess I'll go to page 12 and take the self-test and see how I do. I probably won't have to read all of this material."

II. "Man, I just don't DIG this. I never knew that there were flow charts. I don't know too much about documentation. I had better go to page 3 and do the assignments to learn more about this."

Do the following assignments:

Read the information contained in this package starting on page 4 and work through page 10.

See if you can explain flowcharting as a form of documentation to a friend in class. Plan your presentation by writing notes on 3x5 cards of those points you wish to bring out in your explanation. Have you explained it in such a manner that he can understand it well?

If you want additional information, read the following references found in our library:

Logsdon, Tom and Fae, The Computers In Our Society, Anaheim Publishing Co., Fullerton, California, 1974, p. 199.

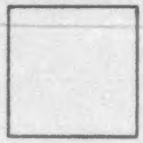
Wanous, Wanous, Wagner, Introductory Data Processing, South-Western Publishing Co., Pelham Manor, New York, 1973, pp. 25-27.

Flowcharting

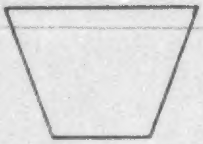
One of the techniques of scientific management which is widely used in data processing is flowcharting. Any human activity can be reduced to a series of separate steps. These steps can be represented by a series of symbols on paper to show how an operation is carried out. Analysis of this paper or flow chart can often show inconsistencies or inefficiencies in the operation. The wide-spread adoption of digital computers depends to a great extent on the ability of management experts, called "systems analysts" to prepare flow charts of complex data processing activities. The computer is often affectionately called "the idiot," by people who work with it. Its great computational speed is only useful when it is given complete and detailed instructions. The computer will do exactly and only what you tell it to do. The slightest omission can cause great errors. To see just how hard the work of a systems analyst can be, let us play a little game.

Have one of your friends stand at the front of the room and place his sweater or jacket on the table. Now instruct your friend, one step at a time, to put on the jacket. Your friend will do exactly and literally what he is instructed to do and no more. For example, if you say only, "Pick up the Jacket," he may pick it up by the collar, by the zipper or by one sleeve, etc. Keep a record of how many instructions you use. Notice that the only way to achieve results is to give very exact and detailed instructions. Imagine what would happen if you had to write such a program of instructions for your classmate to carry out all his activities from getting out of bed in the morning until he arrives at school. This would be a long program, indeed, but no more lengthy or complex than the program required to instruct computers to complete data processing routines in many businesses. The job of writing such a program of instructions must be divided up among a number of individuals. The flow chart serves as a guide to these programmers.

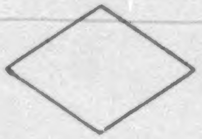
There are a number of different sets of symbols that can be used for flowcharting. The set that you will use is illustrated below.



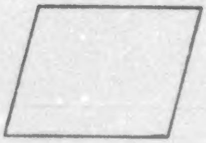
Auxilliary
Operation



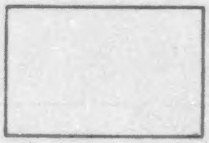
Input



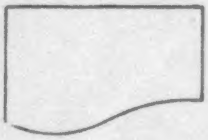
Decision



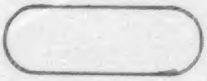
Clerical
Operation



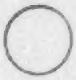
Processing
Operation



Document



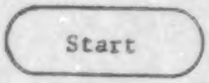
Terminal (start or stop)



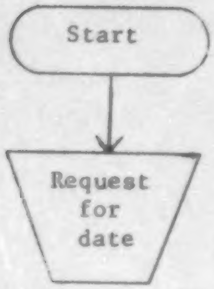
Connector

How are these symbols used? To illustrate, let up prepare a flow chart for a simple activity.

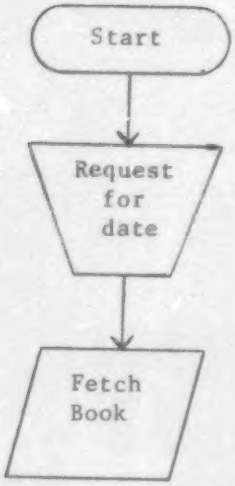
The first symbol on every flow chart is the start symbol. This shows us where the process begins. The TERMINAL SYMBOL is used.



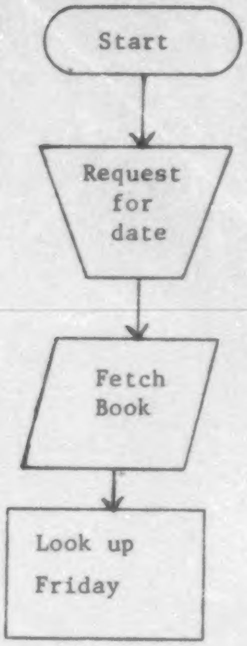
Sandra Snooty, a student at Central High School, is asked for a date by Ernest Eager, also a student at Central. This request is represented by the INPUT SYMBOL. The two symbols are connected by an arrow showing the direction of the operation.



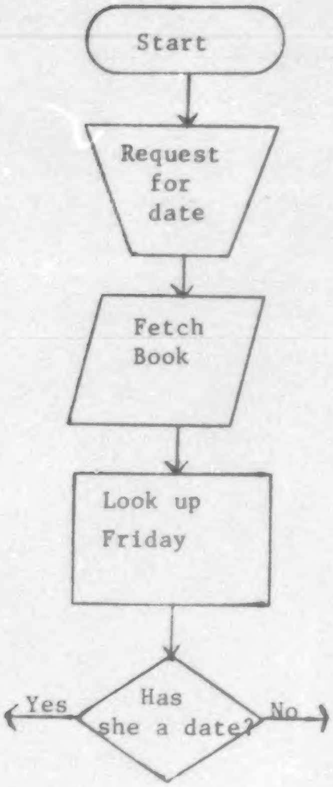
Sandra is a very popular girl. She has so many activities that she keeps an appointment book to list them. She asks Ernest to wait while she checks with her parents concerning their plans for Friday. Actually, she runs to get her appointment book.



When she gets the book, she looks up Friday to see if she already has a date. This is also represented by PROCESSING OPERATIONS SYMBOL.

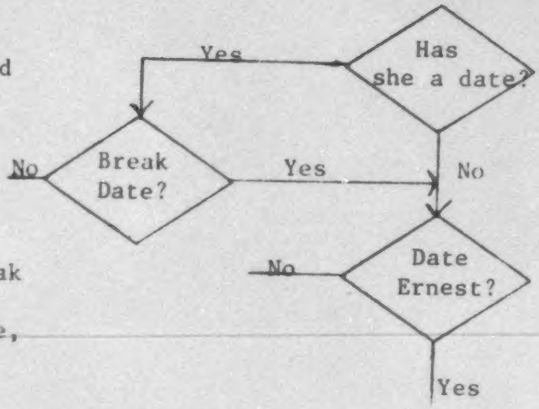

Start
Request for date
Fetch Book
Look up Friday

At this point, Sandra must make a logical decision. There are two possible courses of action, depending upon whether Friday is open or not. This is represented by the LOGICAL DECISION SYMBOL. Two arrows lead from this symbol, one showing the path to be followed by Sandra if she has a date Friday, and the other, the path if she has no date.


Start
Request for date
Fetch Book
Look up Friday
Has she a date?
Yes
No

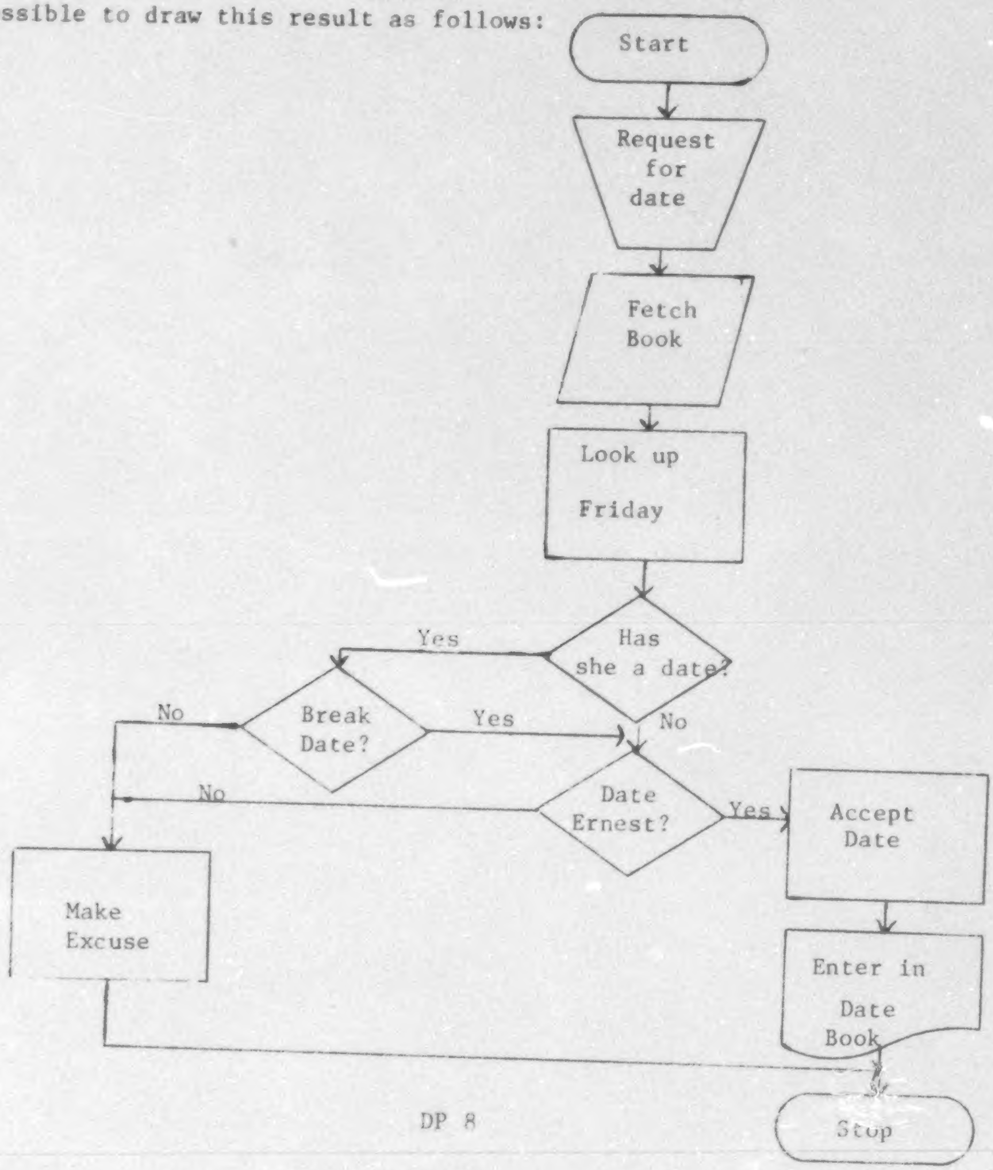
DP 7

If the answer is "yes," Sandra is faced with another decision. Should she break her date or not? If the answer is "yes," she still has another decision to make--should she date Ernest or not? This part of the flow chart looks like this:

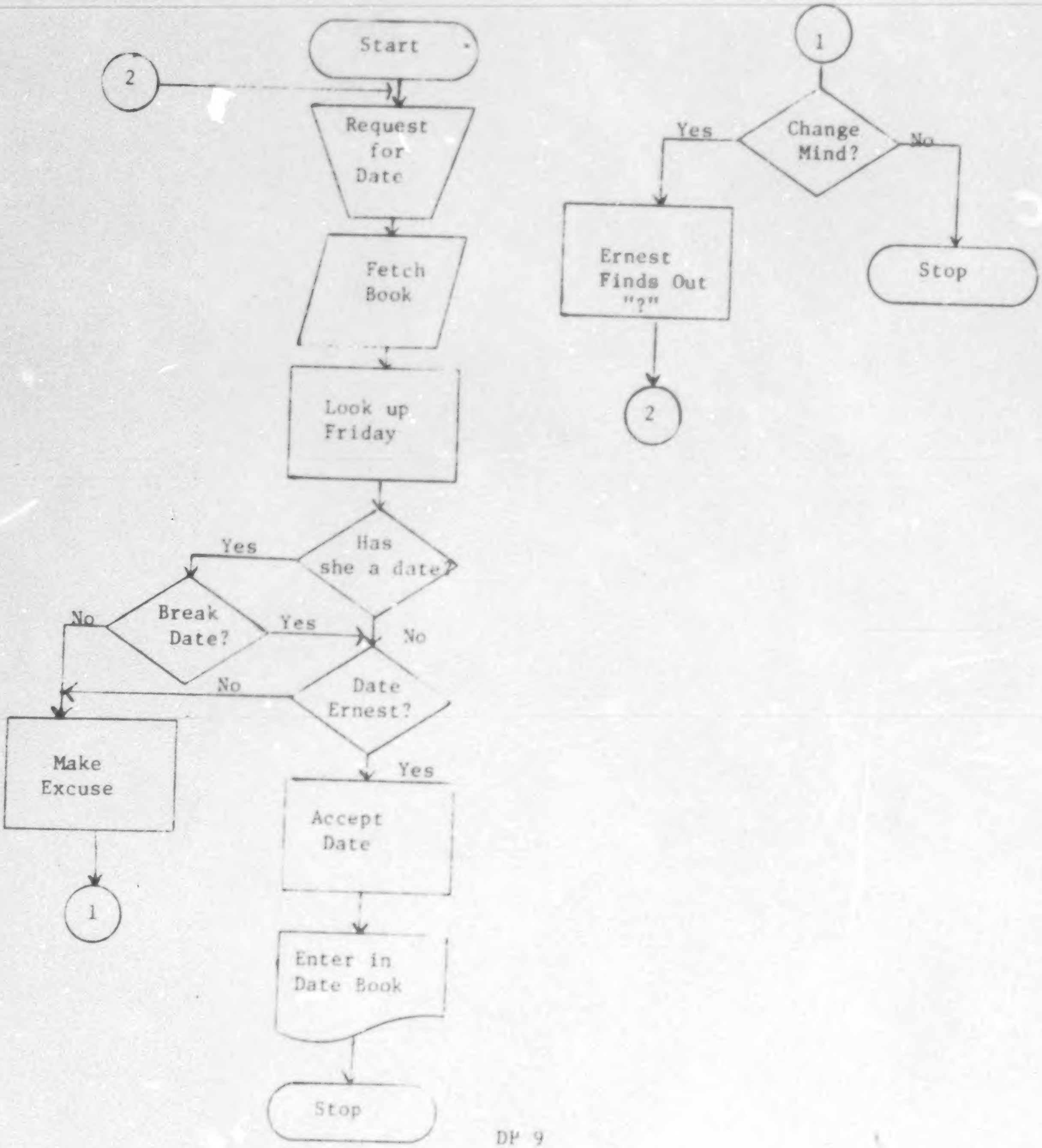

Has she a date?
Yes
No
Break Date?
Yes
No
Date Ernest?
No
Yes

Notice that if her decision to break the date is positive and if her decision to date Ernest is positive, the next action will be to tell Ernest she accepts.

Actually both of the NO answers will also lead to the same result. Sandra will make her excuse. It would be possible to draw this result as follows:


Start
Request for date
Fetch Book
Look up Friday
Has she a date?
Yes
No
Break Date?
No
Yes
Date Ernest?
No
Yes
Accept Date
Enter in Date Book
Make Excuse
Stop

Since Sandra is a typical teenager, there is at least one additional possibility that must be condiered. After she makes her excuse and hangs up, she may change her mind. Then she can always arrange in that unique teenage way for Ernest to find out. Since we don't know how this happens, we will put a ? in the PROCESSING OPERATIONS SYMBOL representing this step. Ernest may, of course, ask again. This will initiate what data processors call a LOOP. The same series of steps will be repeated until Sandra makes a different logical decision. The complete flow chart for this activity is given below.


Start
2
Request for Date
Fetch Book
Look up Friday
Has she a date?
Yes
Break Date?
No
Yes
No
Date Ernest?
No
Make Excuse
1
Yes
Accept Date
Enter in Date Book
Stop
1
Change Mind?
Yes
No
Ernest Finds Out "?"
2
Stop

Notice that we now have a flow chart of Sandra's activities that applies not only to her call from Ernest, but to any request. It still is not really complete. After she has accepted the date, she may also change her mind, or after she says she must babysit, she may meet Ernest at the dance while she is dating the quarterback from the rival football team. What other possibilities can you think of? Cross out the two stop symbols on the flow chart and add these possibilities. A flowcharting template is included in this learning activities package (LAP) for use in drawing symbols. Do not write in this booklet. Use a blank sheet of paper for your work.

Go back to the section on assignments and complete them.

Tracking for
Self-Test

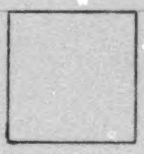
Select one (1) of the floowing paths:

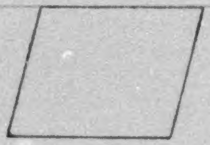
"Boy, I sure know this material now! I'll go and take the self-test on page 12. This will help me to see how well I learned my material and met the objectives on page 1. I'll check my answers and grade myself."

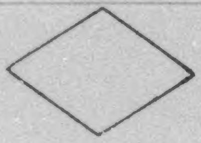
"Heck, I'm still confused about flowcharting as a form of documentation. I better go back to page 4 and read the material once again. This should help to clear things up."

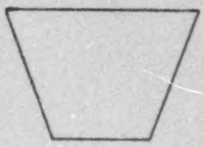
Self-Test

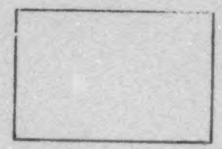
Directions:DO NOT MAKE ANY MARK ON THIS SHEET. Label the following flow chart symbols as to the function being represented by each.

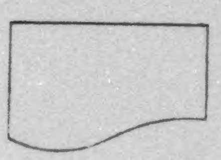


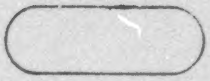


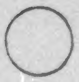












Check your answers on page 5

EVALUATION OF THE SELF-TEST

Select the path below which tells how you did on the self-test:

I. "Yippie! I labeled all of the flow chart symbols correctly. I can now go on to the Performance Exam on page 14."

II. "Heck, something is wrong! I'm just not myself today. I didn't master the self-test according to the objectives. I had better go back to page 3 and select another path to reach these objectives. Then I'll review the information beginning on page 4."

PERFORMANCE EXAM

Hand this Learning Activities Package (LAP) back to your teacher and ask him to give you the Performance Exam which will explain what you are to do. After you complete this exam satisfactorily, follow the directions below.

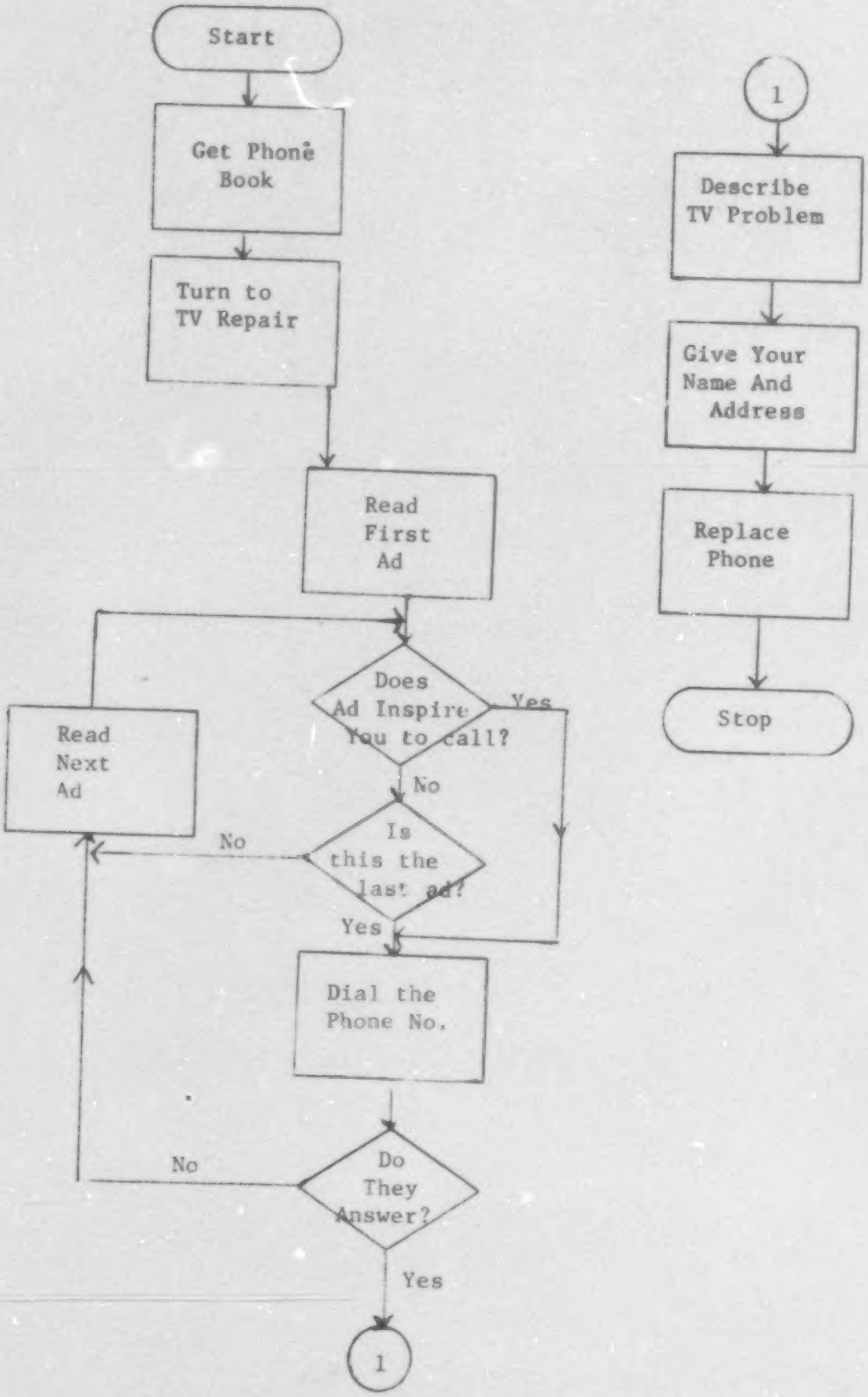
You made it!

Go have a soda!

LAP PERFORMANCE EXAM

By yourself and without any help from your notes or friends, prepare a flow chart for the following situation:

Imagine that you have just moved into a house in a strange town. Your telephone has just been connected. You find your television set will not work. Imagine the procedure that you would go through to call a repairman. Perhaps you will call a wrong number, perhaps the first man you reach will not be able to make a service call for three days. How many other possibilities can you think of? Your flow chart will be graded on how completely you have provided for all possible situations.


Start
Get Phone Book
Turn to TV Repair
Read First Ad
Does Ad Inspire You to call?
Yes
No
Read Next Ad
No
Is this the last ad?
Yes
Dial the Phone No.
No
Do They Answer?
Yes
1
1
Describe TV Problem
Give Your Name And Address
Replace Phone
Stop

DP 16

Integrated Exercise
By Patricia Marek

I. CASE SITUATION: Grapevine Gossip

Ann Taylor is an Executive Secretary who has been with Vip Oil Company for six years. She has always been a very conscientious and hard-working employee; she was promoted to the top office position in the company. She works directly for Mr. Burke, the president of the company, and works indirectly with all other office personnel. There are fourteen other office workers, including four secretaries in the company. Ann is popular with all the employees, and on many occasions she has been instrumental in eliminating ill feelings, stopping malicious gossip, and working out differences between office employees without a comment to Mr. Burke. Although there is no office manager in the organization, the other employees tend to look upon Ann as their liaison with the top management of the company.

During lunch today Ann overheard some of the girls gossiping. One girl said that she had been told by Mr. Sams, vice-president, that she was to be promoted to a newly created position. One of the other girls replied that she felt the promotion should go to the person with the most seniority (presumably Ann). From past experience, Ann knew that this type of gossip would spread rapidly through the office.

II. POSSIBLE STUDENT QUESTIONS:

1. Where does an office worker's first loyalty belong: to her co-workers, her boss, or the company?
2. How can an employee tactfully avoid petty gossip?
3. It has been said that gossip exists only when there is lack of understanding. Do you agree? Explain your answer.
4. Can gossip be curtailed in the office? If so, how?
5. Do you agree that the "grapevine" is a useful tool of administration to convey information unofficially in order to obtain employee reaction to policy? Can you think of an example?
6. What will happen if the employer is not informed of the situation in this case?
7. Should the vice-president have mentioned the new position to one of the girls before it was officially announced to all personnel?
8. Describe the characteristics or traits that an executive secretary should possess.

9. Do you agree with the idea that gossiping is a natural reaction and should be accepted as such and ignored by management?

I. CASE SITUATION: The Receptionist

Jane Black has been a Secretary-Receptionist in the Research Department of the Rheem Paper Company for eighteen months. Prior to this time, she had been employed by a large insurance company as a typist, working in an office with twenty other girls. Her current duties included greeting callers, operating the switchboard for the department, and typing for several members of the department.

This morning Jane received few outside calls and no visitors; she has been busy typing a statistical report that the department head needs for an afternoon meeting. While she was engrossed in her typing, a visitor came into the reception room without her seeing him. After waiting for approximately ten minutes as Jane typed, he finally became offended and noisily began to leave the room.

II. POSSIBLE STUDENT QUESTIONS:

1. How could this undesirable incident have been avoided?

2. What personal qualifications will make a secretary successful in greeting callers? What cautions should she observe?

3. Is there any indication that Jane lacked the qualities necessary in performing the duties of secretary-receptionist?

4. Should all callers be treated with the same degree of courtesy? Is appearance a good basis for judging whether a caller is welcome?

5. How can patience and self-control be used in similar incidents?

6. If Jane had recognized the visitor as he was leaving, what could she have done to follow up the incident?

7. In what way is a secretary a public relations representative for her employer?

8. Could certain office modifications help to avoid similar incidents in the future?

9. Should the incident have been reported to Jane's employer?

10. Should the blame ever be put on the visitor?

OFFICE PROCEDURES
Clerk/typist
DOT Code No. 209.388-022
USOE Code No. 14.0901

Integrated Exercise
By Janyce Wininger

Instructional Objectives

This exercise will give the student an opportunity to perform the duties of a clerk/typist in a very small company in which he or she is the only office employee other than the owner for whom she works.

Behavioral Objectives

Given instructions with pertinent data and the standard supplies listed, the student will--with neatness and 100% accuracy--perform the following tasks within approximately 90 minutes:

1. Look-up addresses and zip codes in local telephone directory.
2. Compute extensions, sales tax, and totals.
3. Type from unarranged, handwritten copy on company letterhead a purchase order, an invoice, and a quotation, each requiring multiple copies.

Student Competencies

The student should have a knowledge of:

1. Typing skills
2. The arrangement of, and information contained on, various types of business forms
3. Obtaining a zip code from the local telephone directory
4. Obtaining a company's address from the local telephone directory
5. Operating a calculator
6. Proofreading
7. Correcting errors on original and multiple copies

Time Involved

Approximately 90 minutes

Materials, Equipment, and Supplies Needed

1. Typewriter
2. Typing eraser or correction tape or correction fluid
3. Calculator
4. Letterhead
5. Carbon paper
6. Onion skin
7. Telephone directory

Suggestions to Teacher

This exercise should be given to the student upon completion of a unit on business forms. It requires the ability to follow directions and think independently.

Suggestions for Evaluation and Grading

Purchase Order

Invoice

Quotation

a. Neat

b. Accurate

c. Complete

d. Required number of carbon copies

e. Acceptable arrangement

The Job Story

You are the clerk/typist at Stafford Printers, Inc., which manufactures fabric for sale to the garment industry. You work directly for the company owner, Mr. James Doyle. Because your company is so small and cost conscious, only one type of printed stationery is available, the company letterhead. Whenever it is necessary to issue a business form from your company, you will have to adapt the company letterhead to that particular requirement.

When you arrived at work today, you found on your desk the attached handwritten sheets which give you the necessary information required to type a purchase order, an invoice, and a quotation. When typing these business forms, arrange material so that it will be attractive and easily understood.

The purchase order requires two carbon copies. Plimpton's address may be obtained from the local telephone directory's yellow pages. Compute extensions and total.

The invoice, No. 5119, for Stafford High School, requires three carbon copies. You will need to compute the sales tax based on the current rate before totalling.

The quotation, No. 802, requires two carbon copies, and Busy Needles' zip code can be obtained from the local telephone directory.

When you have finished, paper clip each original to its copies and submit in a manila folder to Mr. Doyle for his approval before mailing.

#1 Issue purchase order to: Plumpton's Stationery

1 box (12 rolls) Scotch Magic Tape @ $4.80/box
3 boxes Dennison Gummed Labels (#31-208) @ 29¢/box
1 Carter's Yellow Hi-Lighter @ 49¢
6 Secretarial steno pads (#88) @ 34¢/pad

Via: their truck
Delivery: As soon as possible

#2 Send an invoice to: Stafford High School
P.O. Box 85
Stafford, Conn. 06076
Attn: Treasurer,
Class of '75

Via: Customer pick-up
Terms: 2/10, net 30

1 bolt 100% cotton fabric (#71-106),
yellow
$18.00
+ sales tax

#3 Type a quotation to:

Busy Needles
35 Industrial Park
Somers, Conn   Zip?

Ship via: motor freight

Delivery: 10 days after receipt of order

Terms: net 30

Seam binding: 30% cotton; 20% nylon; 50% rayon. Will dye according to color swatch submitted by customer with order

Price:
1,000 yards or less —— 25¢/yard
1,001 -- 3,000 yards —— 18¢/yard
3,001 —— 5,000 yards —— 13¢/yard
5,000 or more yards —— 10¢/yard

OFFICE PROCEDURES
Filing
Last Names With Prefixes

Learning Activity Package 1
By Joyce Brennan

Objective

When you complete LAP 1 you will be able to index and alphabetize properly last names with prefixes.

Activities

Read each section carefully and then do the practice exercises that follow. Complete the integrated practice at the end of the LAP.

Checking

When you have completed the LAP, check your answers with the answer key which you may obtain from your teacher.

Testing

When you have completed checking your LAP see your teacher for a test on the material covered.

LAST NAMES WITH PREFIXES

Explanation 1

Look at the name below:

DeBreu

This is a last name, but it seems to have two parts because there are two capital letters, the "D" and the "B." To make it easier for us, we make it a rule to think of such a name as one word.

In the name "DeBreu," the first part of the name, the "De," is called a prefix. People with names that begin with a prefix generally are from families that came from Europe or Latin America. Most of the prefixes found in such names meant "of" to show where a family came from. The prefixes have no meaning or importance today, but they are still part of the person's name.

Here are some other examples of prefixes to names:
Da, Del, Des, Di, Fitz, La, Le, M', Mac, Mc, O', Van and Von.

Remember that if a name has a prefix, you will think of the prefix and the rest of the name as one name. Notice that some of these prefixes, such as O, have just one letter and then an apostrophe (').

You think of the O as part of the last name when you index the name and put it in alphabetical order.

O'Brien = 1 unit

You may find that there is a space after the prefix, such as in the name "De Burns." We still think of this as one name.

De Burns = 1 unit

You will now learn to index names with prefixes and to put them in alphabetical order. Notice in the example below how the unarranged names were placed in indexing order. They were then put in alphbetical order. You will see that the last names with prefixes are thought of as one unit.

	Indexing Order		Alphabetical Order	
Unarranged Names	Unit 1	Unit 2	Unit 1	Unit 2
Carol Du Gata	Du Gata	Carol	DeBrauns	Paul
Thomas O'Brien	O'Brien	Thomas	Du Gata	Carol
Paul DeBrauns	DeBrauns	Paul	McPherson	John
John McPherson	McPherson	John	O'Brien	Thomas

Practice 1

You are to index the unarranged names below and put them in alphabetical order by writing the names in the blanks provided.

	Indexing Order		Alphabetical Order	
Unarranged Names	Unit 1	Unit 2	Unit 1	Unit 2
Marie DellaCorri				
John McAndrew				
Jean LeBouton				
Helene LaGrande				
Theodore O'Banion				

Explanation 2

You are now ready to work on problems which have middle names and prefixed last names. Notice in the example given on the next page how the unarranged names have been indexed. Then they have been put alphabetical order.

Unarranged Names	Indexing Order Unit 1	Unit 2	Unit 3
Anton Paul D'Andrea	D'Andrea	Anton	Paul
Vincent Sal D'Amico	D'Amico	Vincent	Sal
Anthony Joe DeAlfieri	DeAlfieri	Anthony	Joe
Philip Saul DeBrunner	DeBrunner	Philip	Saul
Jerome Rick LeRoy	LeRoy	Jerome	Rick

Alphabetical Order

Unit 1	Unit 2	Unit 3
D'Amico	Vincent	Sal
D'Andrea	Anton	Paul
DeAlfieri	Anthony	Joe
DeBrunner	Philip	Saul
LeRoy	Jerome	Rick

Practice 2

You are to index the unarranged names below. Then put them in alphabetical order.

Unarranged Names	Indexing Order Unit 1	Unit 2	Unit 3
John Peter LaVine	____________	____________	____________
John Edward LaTessa	____________	____________	____________
Lillian Jean LaSala	____________	____________	____________
Victor James LaRocca	____________	____________	____________
Bart Aaron LeLong	____________	____________	____________

Alphabetical Order

Unit 1	Unit 2	Unit 3
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

Explanation 3

If there is only a middle initial with a prefixed last name, you follow the rules you have already learned. Notice in the example below how the unarranged names with initials for middle names have been indexed. Then they have been placed in alphabetical order.

		Indexing Order	
Unarranged Names	Unit 1	Unit 2	Unit 3
Edward J. LeMar	LeMar	Edward	J.
Anna C. DeLaRose	DeLaRose	Anna	C.
Rose R. DellaVecchia	DellaVecchia	Rose	R.
Benjamin C. D'Elia	D'Elia	Benjamin	C.
Gino J. DiMaggio	DiMaggio	Gino	J.

	Alphabetical Order	
Unit 1	Unit 2	Unit 3
DeLaRose	Anna	C.
D'Elia	Benjamin	C.
DellaVecchia	Rose	R.
DiMaggio	Gino	J.
LeMar	Edward	J.

Practice 3

You are to index the unarranged names below. Then you are to put them in alphabetical order.

		Indexing Order	
Unarranged Names	Unit 1	Unit 2	Unit 3
Laura C. MacFarlane			
Brian L. MacDonald			
Julian D. McCabe			
Jason A. O'Mara			
Dave Z. VanDoren			

Alphabetical Order		
Unit 1	Unit 2	Unit 3

Explanation 4

Some of the unarranged names in the example below have been indexed incorrectly. The incorrectly indexed names have been crossed out and then written in correct indexing order at the right.

	Indexing Order		Corrected Indexing Order	
Unarranged Names	Unit 1	Unit 2	Unit 1	Unit 2
Anton DeMarco	DeMarco	Anton		
Maria Di Tempo	Di Tempo	Maria		
Hector DiMaria	DiMaria	Hector		
Delbert Le May	~~Delbert~~	~~Le May~~	Le May.	Delbert
Phillips Le Roy	~~Phillips~~	~~Le Roy~~	Le Roy	Phillips

Practice 4

Some of the unarranged names below have been indexed incorrectly. You are to cross out those names and write them in correct indexing order at the right.

	Indexing Order		Corrected Indexing Order	
Unarranged Names	Unit 1	Unit 2	Unit 1	Unit 2
Mario Lo Bianco	Lo Bianco	Mario		
Krause VanLieder	Krause	VanLieder		
Frank DellaVolto	DellaVolto	Frank		
Helene L'Arbise	L'Arbise	Helene		
Victor D'Alayne	Victor	D'Alayne		

Explanation 5

You are now ready to index names with prefixes and full middle names. Some of the unarranged names in the example below have been indexed incorrectly. Notice how these names have been crossed out and then written in correct indexing order below.

	Indexing Order		
Unarranged Names	Unit 1	Unit 2	Unit 3
Anna Delia DeLaTour	~~DeLaTour~~	~~Delia~~	~~Anna~~
Sol Vito DiAmico	DiAmico	Sol	Vito
Ruth Jane McMann	McMann	Ruth	Jane
James John O'Shea	~~O'Shea~~	~~John~~	~~James~~

Corrected Indexing Order

Unit 1	Unit 2	Unit 3
DeLaTour	Anna	Delia
O'Shea	James	John

Practice 5

Some of the unarranged names below have been indexed incorrectly. You are to cross out those names. Then you are to write them in correct indexing order.

	Indexing Order		
Unarranged Names	Unit 1	Unit 2	Unit 3
Nick Lars Van Dam	Lars	Nick	Van Dam
Maria Ann D'Aleppo	D'Aleppo	Ann	Maria
Victor Sal DiBorgia	DiBorgia	Victor	Sal
Tim John O'Mara	O'Mara	Tim	John
George Ray McMann	McMann	Ray	George

Corrected Indexing Order		
Unit 1	Unit 2	Unit 3
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________

Explanation 6

Notice in the example below that the unarranged name has been indexed and then placed in alphabetical order in the list of names at the right.

	Indexing Order		Alphabetical Order	
Unarranged Name	Unit 1	Unit 2	Unit 1	Unit 2
John DiFalco	DiFalco	John	________	________
			Diamond	Lester
			________	________
			Dieson	Fred
			DiFalco	John
			Digby	Alice
			________	________

Practice 6

You are to index the unarranged names on the following page and put them in alphabetical order in the list of names at the right.

	Indexing Order		Alphabetical Order	
Unarranged Names	Unit 1	Unit 2	Unit 1	Unit 2
Charles MacLevy				
Nancy M'Aber			Maas	Ruth
			Mace	Harold
			MacFine	Arthur
			MacManus	Joe

Integrated Practice

You are to index the following unarranged names and then list them in alphabetical order.

		Indexing Order	
Unarranged Names	Unit 1	Unit 2	Unit 3
Sal C. DiStefano			
Gene Vito D'Angelo			
Victor Distan			
Mary Angelo			
Vito DiStefano			
Gene DeLaRoche			
Allen D. LaRoche			
Phil Di Angelo			
Dave O'Brien			
David Brian			
Allen C. McBurns			
Mary Ellen Burns			

Alphabetical Order

Unit 1	Unit 2	Unit 3

OFFICE PROCEDURES
Receptionist

Dramatization
By Shirley G. Smith

DRAMATIZATION

You are a secretary receptionist in the office of Mr. James Briggs. The following situations arise and you have to handle them. Each situation can be dramatized by two students, one taking the part of the receptionist and the other taking the part of the other person described in the problem. The teacher should be prepared to discuss each dramatization and to give constructive criticism if necessary.

1. A salesman of office equipment keeps bothering you and interrupting your work while he is waiting for Mr. Briggs. You have a rush job and cannot take time to be interrupted.

2. Your boss has told you that he didn't want to see a Mr. Jones. Mr. Jones said, "I will wait until Mr. Briggs is free."

3. You have a long-distance call from a close friend of Mr. Briggs and you were told that Mr. Briggs did not want any calls. The friend keeps telling you that Mr. Briggs has been waiting to hear from him about a fishing trip they are going on that weekend.

4. You have a telephone call and the caller refuses to give his name or state his business with Mr. Briggs.

5. A prospective purchaser and a good customer wants to see Mr. Briggs immediately. Mr. Briggs is in conference and does not want to be disturbed.

6. Mr. Briggs wife called and she is upset because she has had a slight accident with the car. He does not usually take personal calls until he is free. He is still in conference and she is upset.

7. Miss Jones wants an interview with Mr. Briggs for an opening in the personnel department. Mr. Briggs is very anxious to fill this position and can't seem to find

the right person. She tells you she had an offer from another company and must make her decision today. Mr. Briggs did not want to be disturbed, but he is not in conference.

8. Mr. Briggs has made a luncheon date for 12 and at 11:30 his employer wants him to attend a meeting for two hours. You cannot get in touch with the person he had a date with and he shows up at the office at 12.

9. Mr. Briggs is out of conference, but he is still busy. A Mr. James comes in and says he has an appointment with Mr. Briggs. You have no record of an appointment.

10. Mr. Hull is very angry with you because you will not let him talk to Mr. Briggs. Mr. Briggs has left instructions that when Mr. Hull calls, to say that he is in conference. Mr. Hull is being very abusive.

11. Mr. Briggs has asked you to call the reservations department of the company and make arrangements for a flight to California. They tell you that there are no first class seats on any flights. Mr. Briggs does not want to fly tourist class.

12. A delivery man arrives with three very large boxes that are simply left in front of your desk. You look at the name and realize it is for another department. The delivery man does not want to move them because he was told to put them in your office and that is where they are going to stay.

EC 007 730